

EDUCATION IN ENGLAND
A STUDY OF CARDINAL POLE SCHOOL

A Field Report
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Drake University


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by
Sandra L. Thorpe
December 1989

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The problem. The purpose of this study was to research the secondary educational process at Cardinal Pole School, London, United Kingdom. The research examined the day to day educational process at the school.

Procedure. The research was conducted during a Fulbright Teacher Exchange assignment to Cardinal Pole School in London. Several methods of research were used to gather data. The project began August 5, 1986 with a five day seminar at American University in Washington, D. C., which focused on a general overview of the British educational process was presented.

The data for the school structure, curriculum and finance were gathered through observation and participation in daily school activities, and interviews with the people responsible for specific areas of the educational process.

Findings. Research was divided among several areas within the educational structure. A history of British Education was examined to establish a evolutionary basis for the present educational system. Other educational areas described in this research were: philosophy, educational structure, the national examination system, the Cardinal Pole School structure of staffing, students, curriculum, and finance.

Conclusion. Following the historical evolution of education in England, competency based testing is a logical development. The present national testing scheme separates and benefits the academically talented students. It would be difficult, and certainly a slow process, to develop any other educational system.

TABLE OF CONTENTS

Chapter	Page
1. Introduction	1
Statement of the Problem	2
Rationale	2
2. Design of Study	6
3. History of British Education	8
Philosophy	21
British Education	26
Educational Structure	28
National Examination System	29
Cardinal Pole School	30
The Inner London Education Authority	32
Board of Governors	35
Staffing	36
Students at Cardinal Pole	42
Cardinal Pole Secondary Curriculum	56
Finance	49
4. Summary and Conclusion	52
Summary	52
Conclusion	53
Bibliography	54

Appendixes

A. Staffing, 1986/87	56
B. Conditions of Employment for Teachers . . .	61
C. Conditions of Employment for Headteachers .	70
D. Cardinal Pole School	76
E. C.P.V.E. Residential at Kench Hill	82
F. Third Year Curriculum	95

CHAPTER 1

Introduction

This field project includes historical research, interview, and observation, completed while participating in a Fulbright Teacher Exchange Program at Cardinal Pole, Girls and Boys Catholic Comprehensive School in Hackney, London, United Kingdom, during the 1986-1987 school year. Cardinal Pole School is located in the Borough of Hackney, one of the twelve boroughs within the city of London. Hackney is the poorest socio-economic borough in London with a high rate of unemployment and a high rate of African, Caribbean, and Irish immigrants. Most of Cardinal Pole's student enrollment comes from the local Catholic Parish, St. Vincents, located in Hackney, although a few students come from surrounding parishes. Students request permission to attend Cardinal Pole. A personal interview process is used to establish acceptance. Students can be denied admission.

Cardinal Pole School is an academically established school in the Hackney community. In 1986, based on the results of O-Level and Certificate of Secondary Education (CSE) Examinations, the school ranked fifth academically among the 159 London Comprehensive Schools.

Statement of the Problem

The purpose of this study is to research the secondary educational process at Cardinal Pole School, London, United Kingdom. The research will examine the day-to-day educational process.

Rationale

The content of this field project research progresses through the history of education in England, an explanation of national and school philosophy, the structure of the educational program of Cardinal Pole School, the school curriculum, and financing of schools. The history of British education presents many possible pitfalls in researching materials to develop a summary. Historical views depend on the political persuasion and/or class assignment of the author. The author may follow the philosophy of one of many diverse political positions incorporated within the British democratic structure, the positions ranging from ultra-conservative to Marxism. This project's intent is to write a factual historical summary of Britain's educational evolution.

A summary of the history of Britain's educational system is to help develop an understanding of the social factors and the political factors influencing the present day educational system in England, and specifically

contributing to the present day educational structure of schools in London. For example, the British educational system is based on a national examination format. This structure has evolved from the political desire for an inexpensive national educational system and legislation determining teachers' salaries based on examination results of the students.

According to Webster's Collegiate Dictionary (1984), philosophy is a study of beliefs. The reason for researching the philosophy of education of a culture is to examine the beliefs of that culture pertaining to education.

Britain's philosophy of education reflects the belief in the sovereignty of the individual institution and academic freedom for its teachers, both incorporated into a national examination scheme. The present national philosophy is the product of the historical and cultural evolution of British education. There are minimal written materials pertaining to philosophy of education in Britain. The procedure for researching the philosophy of education was by observation, leisure discussion with staff members, which led to interview sessions with Cardinal Pole Deputy Headteacher Kevin O'Brien.

The structure of the school setting was researched while participating as a staff member at Cardinal Pole

School. The repetition of daily participation and observation within the school structure contributed to the eventual understanding of the process. An understanding of the educational structure is the essence of this field project. The teaching assignment is the hands-on activity which contributes to an understanding of the educational process in Cardinal Pole School. The educational structure includes the humanistic element of the educational process; student structure, staff structure, and the daily educational procedures.

The curriculum, which is the foundation of any educational institution, was examined in a year-by-year progression and, in the case of the third year students' curriculum, subject by subject. The research procedure includes some general literature on British school curriculum, but the intent is to examine curriculum specifically at Cardinal Pole School. This was done by examining curricular content areas within the school, classroom observations, and specific interviews with heads of year.

The financial segment of this report gives an overview of the financial structure legislated for education in Britain. This segment simply explains where the money is generated and how it is distributed through the governmental bureaucracy. Information about finance

of education is published by the National Department of Science and Education.

The appendixes included in this field report are intended to clarify specific areas. All appendixes are copies of materials pertaining specifically to Cardinal Pole School and school staff. Appendixes A, B, and C are copies of staff assignment and teacher employment conditions. Appendix D defines school policies and appendixes E and F describe specific curriculum. The appendixes are written in the Queens version of the English language and some spellings will differ from those accepted in the American version of the English language.

CHAPTER 2

Design of Study

The study was based on a Fulbright Teacher Exchange assignment to Cardinal Pole School in London, England. The assignment was based on the criteria used for matching teaching assignments for accepted applicants from the United States with comparable applicants for Great Britain. The United States Information Agency governs the Fulbright Teacher Exchange Program in the United States and the Central Bureau is its counterpart in Great Britain.

Several methods of research were used to gather data for this study. The project began August 5, 1986, with a five-day seminar at the American University in Washington, D.C. The seminar was designed to introduce Fulbright Exchange Teachers to differences in the culture and educational process in Great Britain. Lectures were presented by both American and British exchange teachers and pertained to their experience while participating in the exchange program. A general overview of the British educational process was presented.

The historical overview of British education was researched by reviewing related literature at the University of London Library and other local libraries.

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The Central Bureau provided a two-day workshop, presenting guest speakers, composed of British teachers and headmasters, to explain the educational system in England. The focus of the workshop was the national examination system. The most difficult aspect of the national examination system is the use of initials for each set of examinations.

The data for the school structure, curriculum, and finance were gathered through observation of daily activities within the school, participation in daily activities within the school, and interviews with the people responsible for specific areas of the educational process. Participation in all extra activities, such as union meetings, recreational activities, and informal lunches, helped in gather data in less formal settings. Observational visits to other schools in the area, Hackney Free School, Main Road, Hackney, and Kingsland School, Kingsland Road, Hackney, reinforced the common educational process employed in the London area. Attendance at nonrequired parent meetings, particularly the Third Year Parents' Meeting, afforded an opportunity to understand curriculum objectives at a basic level. Related literature research in the areas of curriculum and finance was researched at Her Majesty's Book Store in London. This is where many government publications may be found.

CHAPTER 3

History of British Education

Compared with other European countries, education of the masses is a recent phenomena in Britain. Britain has a history of monastic education, established for the educating of the elite classes of the population. Education for the total population is a relatively recent concert. In the mid-1700s, many villages had charity schools, established by contributions given to church vicars. Most charity schools were small because the schools were not for all children of a village. Charity schools were for orphaned children or those children with parents unable to care for them. Most peasants and craftsmen of this time period taught their own children all the skills of farming or a trade and sometimes minimum skills in reading and writing.

This was before the Industrial Revolution. In the 1780s and 1790s, populations of villages and towns increased by thousands. Men and women worked at weaving in cottages, or making pottery or nails in backyard workshops. Many more worked long hours in local factories. With the change in lifestyle, parents no longer had the time needed for educating their own children.

Many children worked from a very young age. The lack of parental guidance combined with a long and demanding six-day work week had an adverse effect on the behavior of children. Robert Raikes, the editor of a Gloucester newspaper, was sent numerous reports of damage to farms and houses on Sundays. Sunday was the only day young people did not work. The damage was attributed to the young peoples' mischief. To occupy the young people on Sundays, Robert Raikes established the first Sunday school in 1780. Sunday schools taught reading, so that pupils could study the Bible and learn morals and good behavior in accordance with Biblical teachings. In most Sunday schools, the Bible was the only book used, although Sunday schools did teach arithmetic and a few taught writing. These schools were unable to keep up with the educational needs of a rapidly growing industrial population.

Joseph Lancaster's school opened in London in 1805. It was an experiment in educating large groups of children very inexpensively. Joseph Lancaster is credited with establishing the first Monitorial School, which had an enrollment of about 800 pupils of all ages. They would sit in groups of nine on a form (a bench). In front of each form stood a monitor, usually a boy no more than eight years old, who could barely read. He would teach his form a very carefully worked out section of a reading

or writing lesson. Further along the vast school room, more advanced students would be reading books. These were printed in large type on separate pages which the monitor pinned on an easel. Using this method 200 students could read one book in about three hours. The cost of educating a child was estimated at one pound sterling per year.

Joseph Lancaster advocated that once his pupils had learned their letters they should read only the Bible and books on moral and religious improvement. The chief purpose of his school was to make pupils obedient, well behaved Christian citizens. He made it clear he would not teach a specific set of religious beliefs. Lancaster's failure to establish only the beliefs of the Church of England brought anger from some religious societies. A Mrs. Sarah Trimmer declared that Lancaster's ideas were "Fatal to the true religion."¹

Mrs. Trimmer pointed out that the Church of England was the established church in England. During the reign of Queen Elizabeth I, the law had established it as the official faith of the nation. The head of the Church of England was the Queen and she appointed the bishops. The bishops were given the status of noblemen and seated in the House of Lords. The priests appointed by the bishops

¹ John Robottom, Education for the People (London: Longman, 1980), 17.

were in charge of a system of parishes which covered the entire country. Mrs. Trimmer declared that only the Church of England had the right to care for the nation's children.

Mrs. Trimmer's position was certainly not acceptable to the nonconformist churches: Quakers, Methodists, and Congregationalists, to name a few. None of their members would conform to the beliefs and practices of the Church of England, and certainly would not allow their children to be taught by Church of England teachers. Therefore, they established and supported an organization called the British and Foreign Society.

This was a threat to the Church of England, as most of the old charity schools had been managed by Church of England vicars. The enrollment in charity schools was declining because of the increase in students enrolling in Lancaster's monitorial schools. In 1811, the church set up the National Society, the full title was The National Society for Promoting the Education of the Poor in the Principles of the Established Church. A Church of England priest, Reverend Andrew Bell, had worked out his own monitorial system of education while working with the orphaned sons of soldiers in India. The Church of England accepted his system and began to build its own monitorial schools. Their numbers grew more rapidly than the British

Society's. The Church of England had more followers, so it was easier for the National Society to raise funds for the National Society schools. It also had many church halls available for establishing schools. These schools were called Voluntary Schools.

By 1833, there were about half a million students in schools belonging to either the National Society, or the British and Foreign Society. About three-fourths of the students were in National Schools. The two voluntary societies had essentially established a national system of education for the ordinary people of England.

In 1833, the government took their initial step in responsibility for education. Until then it had made no contribution towards the provision of schools for children of the working classes. They had left this task to churches and private organizations. The same year, Parliament passed "The Factory Act" which stated that children could not work in the cotton industry until they were eight years old. Between the ages of eight and thirteen they could work for eight hours a day providing they presented a certificate stating that they were also attending school two hours a day. For the first time Parliament had legislated that children must spend some time in school.

To educate the factory children, more monitorial schools would be needed. Parliament provided 20,000 pounds to be shared between the National Society and the British and Foreign Society for building more schools. Now that Parliament had entered the arena of educating the masses, this triggered much debate. Conservative members of Parliament feared the poor might question their station in life and this would cause social unrest. It was argued that education was unfair to the poor who would develop hopes of self-improvement that would inevitably be a great disappointment.

In 1839, as a direct result of Parliamentary debates, the Education Committee of the Privy Council was established. The function of the council was to supervise spending of educational grants. This was the first step toward establishing a Department of Education and the provision of compulsory education for all children.

Dr. James Kay-Shuttleworth became the Secretary to the Education Committee. He was the first person appointed to the responsibility of supervising education throughout the country. Dr. Kay-Shuttleworth appointed the first H.M.I.s (Her Majesty's inspectors). The H.M.I.'s responsibility was to report on conditions of schools. The schools were still run by the National Society and the British and Foreign Society, but each year

more were helped with government money. It was the H.M.I.'s job to see that the money went only to schools meeting satisfactory standards.

The fact that Dr. Kay-Shuttleworth and his inspectors controlled the money to be given to schools made his position powerful. He used this power to eliminate most of the monitorial schools. Dr. Kay-Shuttleworth is also credited with establishing teacher-training colleges.

The question of the time was whether or not to continue the Kay-Shuttleworth system of providing both well trained teachers and a broad education to poor children. To put every child in school would cost the government two million pounds a year, a seemingly impossible allocation of money in a time when the common belief was in minimum government expenditure.

In 1858, Parliament asked the Duke of Newcastle to chair a commission to investigate the best methods for establishing effective, inexpensive elementary education. The Newcastle Report appeared in 1861. The report was highly critical of contemporary standards of elementary education as provided by voluntary agencies. The report supported the position of limited cost. The aim of an elementary school should be simply to help a child to read, write, and apply common arithmetic. To attain these standards it was recommended that a child attend an

infant's class followed by three years of elementary school education.

Education for the poor and working class children was distinctly different from the education available to the middle class and the rich. There were separate educational systems in nineteenth century Britain, designed to promote the established class system.

A person welcoming the views presented by the Newcastle Commission was Robert Lowe, the Minister in Charge of Education. As a member of Parliament, Robert Lowe had stated, "The purpose of teaching the lower classes is so they can carry out the duties given to them and know how to respect the better educated higher classes."¹

"If it is not efficient, it shall be cheap," Robert Lowe told the House of Commons in 1862.² He was explaining his new plan for paying grants to schools. Teachers would work to a system of payments by results. Each school receiving government money would be allotted eight shillings a year per pupil. Each year every pupil would be tested in reading, writing, and arithmetic. For each pupil failing a subject, the school would lose three shillings. Teachers' salaries came from government funds.

¹ Robottom, 24.

² Robottom, 24.

If a large number of pupils failed, there would not be money to pay teachers.

Payments by results led to dishonesty. School enrollments were exaggerated. Less academic students were encouraged to stay away on examination days. More academic students were persuaded to attend examinations even when contagiously ill.

The payment by results method met government approval because educational expense was low. Until payment by results ended in 1867 the teacher's job was to cram facts in preparation for the inspectors' examinations.

In 1867, working class men were given the right to vote in Parliamentary elections. Trade unions were gaining strength. Members of Parliament feared union control of the vote. Education of the masses again surfaced as a political concern. Workers would need to be educated, so they could exercise their voting power intelligently. These political events led to the Education Act of 1870. Minister in charge of education, W. E. Forster, presented his plan to educate every child. The Forster Act ensured universal elementary education by giving power to local school boards to provide elementary schools in areas where there were none provided by voluntary agencies. These new schools were to be controlled by locally elected school boards. The boards

were given the power to levy taxes. The Act itself did not make education compulsory, although local school boards could do so in their own districts. the Forster Education Act of 1870 is credited with establishing a national elementary school system. Many primary schools of Britain today are still housed in buildings built as a result of the Forster Act.

The Mundella Act of 1880 made school attendance compulsory nationwide. The school leaving age was set at ten years. School boards sent attendance officers to check on parents not sending their children to school.

A school day in the late 1880s was very dull. Children sat in rows with arms folded and did not move, while the teacher would recite and students would repeat. Nobody asked questions, nobody moved. Classes were large because of compulsory attendance. Lessons were dull because of the payment by result system.

Growing industrialization led to the establishing of higher grade schools, as industries recognized the need for better educated workers. Each year thousands of new jobs were created. For all these new jobs, the education given to boys and girls leaving school at ages 11 or 12 was not sufficient. Higher schools began as an extra class for students who wanted to continue with their education.

Nearly every town in Britain had a grammar school, most having been in existence for hundreds of years. Grammar schools were founded when a wealthy person, or a monastery, or a king, donated money for the purpose of starting a school. The school was started with a charter which set the curriculum and stated how the money was to be used. Many grammar schools were established during the Tudors' reign. Higher schools soon came under attack from grammar school teachers, who argued that advanced work for only the best students was secondary education and was the business of the grammar schools.

In the 1890s, Britain had two systems of secondary education, the higher schools and the grammar schools. Each system was administered by its own agencies. The issues of secondary education led to the Education Act of 1902. Prime Minister A. J. Balfour was instrumental in the 1902 Education Act. This act is often referred to as the Balfour Act.

The Balfour Act abolished school boards and established County Councils and Borough Councils known as Local Education Authorities (L.E.A.s). The L.E.A.s would be the governing authority for all schools, including church schools. One provision of the Act allowed for church schools to provide their own building and maintenance, entitling these schools to select their own

teachers and teach their own religious beliefs. Today predominantly Roman Catholic schools still provide school buildings to control religious teaching. Most Church of England or National Schools have joined the L.E.A.s because of the high cost of building and building maintenance. The Balfour Act empowered, but did not require, the newly created Local Education Authorities to establish schools other than elementary schools.

In 1907, an Education Act was passed which made it possible for eleven-year-old students to transfer to a grammar school. Others stayed in elementary schools until the end of their school career. This was the basis for selection at eleven-plus. Eleven-plus is a testing program that was in theory abolished in the mid-1970s.

In 1918, the Fisher Education Act raised age for leaving school to fourteen years and abolished all fees for elementary education. Many elementary schools were divided into three segments: infant schools, ages five to seven; junior schools, ages eight to eleven; and senior schools, ages twelve to fourteen.

In the period between the two world wars, a series of official reports published their research findings. These reports were heavily influenced by views of psychologists. A key figure was Sir Cyril Burt, who maintained that intelligence was mainly inborn and that an individual's

success or failure in school could be predicted by the scientific measuring of I.Q. The psychologist recommended that children should be tested when they were eleven years old and sent to secondary education schools which suited their level of intelligence. The Norwood report of 1943 recommended free secondary education for all children from ages eleven to fifteen. Education should be provided in three types of schools, grammar schools for the academic children, secondary technical for the higher children with practical intelligence, and secondary modern schools for the lower practical children.

The Butler Education Act of 1944, which established free secondary education for all children, created the tripartite system of secondary education recommended by the Norwood Commission. This Act remains the basis for the present system of education. The framework of the 1944 Act governs the present-day systems and most changes in education have occurred within this framework. In 1973, the school leaving age was raised to age sixteen.

The established patterns of the 1940s and 1950s was the tripartite system with a small percentage of students selected, on an academic basis, by the eleven-plus examinations to go on to grammar schools. An even smaller percentage went to technical schools, and the majority went on to secondary modern schools.

A few education authorities chose to develop comprehensive schools enrolling all students ages eleven to eighteen. In the 1950s a movement developed supporting the establishment of comprehensive schools. At issue was the weakness of the eleven-plus system, which determined the future of the majority of English children.

In 1965 the Labour government, headed by Harold Wilson, required all Local Education Authorities to submit plans for reorganizing their secondary education along the comprehensive concept. Supporters of comprehensive schools consider the transformation of education as equity of opportunity.

In the 1980s the issue remains controversial. The debate over independent versus comprehensive education continues. The credibility of the comprehensive high school remains the issue.

Philosophy

A specific national philosophy of education for England is difficult to define. There are many influences on the development of a national philosophy. The belief of many citizens in a class system, and years of adherence to social hierarchy, including royalty, propagates a social attitude that certain people need to be educated to govern and others are needed to carry on the tasks assigned to the working class of society. Money is not

the main denominator in the class system; you must be born in a family of the upper strata to be considered upper class.

During the 1980s, the Tory government leaned toward education reform, advocating more continuing education programs. An example is the Open University concept, a program that awards university degrees through participation in television curriculum.

Politics plays an important role in the educational philosophy. A basic understanding of the attitude of "somehow it will get done." Too many rules will interfere with the natural process of things, a political philosophy enhanced by the fact that England does not have a written constitution. It depends on the party in office which direction educational philosophy will follow. Under the present Tory administration the Secretary of State for Education and Science is Kenneth Baker. Secretary Baker is constantly at odds with the teachers' unions. Nonetheless, he has proposed a teachers' contract, aspects of which are very unpopular with teachers. The contract does increase teachers' salaries, but also gives more control to the headteachers and requires that teachers keep track of their teaching assigned time to a total of 1,265 hours per contract year. Secretary Baker also has proposed a national curriculum. This concept, too, has

met with much teacher opposition; teachers and headmasters have long been given extensive academic freedoms. The Tory government tends to take a conservative philosophy toward education.

If the Labor Party were to be elected to lead the government, all that has been accomplished by the Tory Party could be reversed. The Labor Party tends to represent a more liberal position in government. If the Labor Party Secretary of State for Education and Science did not agree with the existing trends in education, the Secretary could simply propose new education policies and if those policies were passed by Parliament, the new policies could reverse all that had been educational policy during the Tory administration. Thus, the national philosophy of education depends on which political party is in office.

The established educational philosophy, founded on a class system mentality, has been slowly transforming to a philosophy of education for the total populace. Legislation in the past twenty years has promoted equal educational opportunity for all students. In 1965, the eleven-plus testing program was no longer mandatory. Recently, the O-level and A-level testing programs, traditionally given just to grammar school students, have been reviewed, and additional testing programs have been

devised, to meet the needs of a larger percentage of students. Before 1965, students were tested at age eleven and, based on test results, a student was allowed to attend a grammar school. Only grammar school students could take O-level or A-level tests, required for entry to a college or university. The O-level and A-level testing programs are geared toward the top 15 to 20 percent of the school population. All students not passing these tests were sent to Secondary Modern Schools. Secondary Modern Schools were developed to give a general education to students expected to enter the work force at age sixteen. Students attending these schools were automatically considered less academically talented. Many students considered themselves branded failures at age eleven. The sum total of their formal education would be five more years of what may be considered more practical skills preparing them for the work force. At age sixteen a Secondary Modern School student simply leaves the formal education setting, often on the day of their sixteenth birthday. There are no formal ceremonies upon completion of school at age sixteen. The student just stops attending classes.

A local philosophy of education is even more difficult to define. Schools in England are afforded a high level of academic freedom. The Local Educational

Authority, which functions as an overseer of area education, has some responsibility for developing an educational structure for students attending schools under their jurisdiction, but the individual institution itself generally develops its own philosophy of education. Most intriguing is the fact that schools appear to operate under some general philosophy. Few schools in the London area seem to have a written philosophy. Philosophies seem to be set by precedent. The attitude is, this is the way it's done, without aid of written guidelines, and is based on years of accepted practice. This is magnified by the practice of the headteacher of the school having a great amount of freedom in the establishing of school policies and school curriculum. The common motivator in most schools is the results on the Ordinary (O level) and Advanced (A level) tests. A school's success is measured by marks on these tests.

Cardinal Pole School in Hackney is a Catholic Boys and Girls School. Cardinal Pole's philosophy certainly would follow along religious doctrine. The closest to a statement of philosophy to be found is in the student handbook. It is a statement taken from an address given by Pope John Paul II, at St. Andrews College of Education, June 1, 1982, "To be educated is to be more fitted for life; to have a greater capacity for appreciating what is,

what it has to offer, and what a person has to offer in return to the wider society of man."

British Education

For the most part, educational policy in England is established by the institution. The present minister of Education and Science, Kenneth Baker, is attempting to instigate more central government control. The recent teachers' contract has given greater authority to headteachers and Boards of Governors.

Until recently classroom teachers have maintained control of curriculum within the classroom. Headteachers have established curriculum within the educational institution. Boards of Governors have had little to do with policy or curriculum and central government has dealt primarily with finance and national testing.

Minister Baker is a strong advocate of central government control of education. He is attempting to establish a national curriculum. He wants to expand the national testing programs to accommodate a greater number of students.

Teachers' unions are categorically opposed to Minister Baker's proposals. Teachers and union leaders have reacted to his proposals with work slow-downs and intermittent industrial actions (strikes).

All educational institutions in England are inspected by Her Majesty's Inspectors (H.M.I.S.) This group conducts research, recommends policy, and publishes evaluations of developments in British education. They are in charge of general education policy, but there are not enough inspectors to adequately review and inspect all educational institutions. The application of educational policy is handled by the Local Educational Authority (ILEA). These authorities are in charge of recruiting teachers, paying teacher salaries, providing educational buildings, materials, and equipment, and advisory services to schools.

Educational authorities are in charge of maintained schools. Maintained are publicly financed schools. Ninety percent of students in the United Kingdom attend maintained schools.

Curriculum development is also the responsibility of Local Educational Authorities. However, most curriculum decisions are made with the cooperation of the headteacher and teaching staff at the individual schools.

Religious education is required by law. Schools begin each school day with a twenty-minute religious assembly. The assembly time is used for prayer, religious songs and sermons, and general school announcements.

Educational Structure

Children begin their education at age five. The most common educational structure has students attend primary school until age eleven. At age eleven students enter secondary school. In a few areas of England students are still selected at age eleven, according to their academic performance, for two different types of schools. Grammar schools are selective and provide academic curricula, secondary modern schools are non-selective and provide a general or more technical curricula. In recent years the number of grammar schools and secondary modern schools has declined because of the organization of comprehensive schools. Comprehensive schools admit students, beginning at age eleven, without ability qualifiers. Comprehensive schools serve students up to the age of sixteen. More and more comprehensive schools are including an educational program which serves students to eighteen or nineteen years of age.

About 32 percent of maintained schools in England are known as voluntary schools. The majority of voluntary schools are run by religious institutions, usually affiliated with the Church of England or the Roman Catholic Church.

The Education Act of 1980 gave parents the right to choose the type of school they would like their children

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to attend. If a child does not obtain admission to the school of choice, the parents may appeal to the local education authority.

National Examination System

Prior to 1965, the examination system was geared to university selection and only the top 20 percent of students took public examinations, known as General Certification of Education (GCE) Ordinary - Level Exam (O levels), at age sixteen, and Advanced Level Exams (A levels) two years later.

In 1965, a second public exam, Certificate of Secondary Education (CSE) was introduced. The CSE was designed to meet the needs of a large group of students not academically eligible for the GCE Ordinary levels (O levels). Prior to the introduction of CSE, this group did not continue their academic education beyond age sixteen. Sixteen-year-old school leavers are students who choose to seek employment. The CSE exam scores often determined the type of employment available to them.

In September 1986, a new exam, the General Certificate of Secondary Education (GCSE) will direct the curriculum. The exam is slated to be administered in 1989. The GCSE is designed to allow students to demonstrate academic achievement, problem-solving aptitude, communication, and teamwork skills.

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At present the format for the GCE Advanced (A) Level Examinations will remain the same. A Level courses require two years of academic preparation. A Level students begin to specialize in subject areas related to future occupations. A student's performance on A Levels is a major factor in determining acceptance at an institution of higher education. Students planning to sit for A Level examinations spend two years in preparation for the examination. Students usually take three A Level subjects. The standard requirement for university acceptance is success on two or three A Level exams.

Cardinal Pole School

Cardinal Pole School was founded in 1959 for Roman Catholic boys and girls in London, Borough of Hackney. The school offers an educational program for approximately 1,000 students, ages eleven to nineteen. Cardinal Pole is a voluntary aided comprehensive school in the Roman Catholic Archdiocese of Westminster, St. Vincent Parish. The school is located on two sites approximately three-fourths of a mile apart.

On transfer from primary school, at age eleven, boys and girls begin secondary school in the Victoria Park Annex. The annex building was constructed in the mid-1800s as a French hospital. Students attend the annex

facility for the first two years of their secondary education.

The Kenworthy Road facility is a modern building, built in 1962. Third year through sixth year students attend this facility. There is not much building space in inner London, so many community resources are used to enhance educational programs.

The Victoria Park Annex is a two-story building with a lot of character and charm. It has an eight-foot brick wall creating a compound environment. The entrance has an arched twelve-foot decorated wrought-iron gate protecting an oval drive, flanked by roses and shrubs on both sides. Inside the school building is Victorian period architecture, adorned with Roman Catholic religious symbols. This is elegant, but in need of repair. Floor tiles are cracked and peeling. Ceiling tiles are missing. There is a definite need for paint. On a more delicate subject, the building is not clean. Piles of accumulated dirt and dust can be found in all corners and crevices. It's difficult to know if some of the accumulated dirt came with the building.

In two classrooms on the second floor there are holes in the floor that go through to classrooms on the first floor. The holes are large enough to drop chalkboard erasers into first-floor classrooms.

Most classrooms are painted institutional yellow or beige. Again with elegant architecture, but with little else than a chalkboard across the front of the classroom. Most rooms are very small in relation to the number of desks in them. Space is at a premium. Modernization of the facility does not appear to be a priority. This building is used on a long-term lease arrangement and the lease is due for renewal in 1989.

The Kenworthy Road facility was designed as a school. It has four floors plus a basement. The design incorporates laboratory, classrooms, assembly hall, cafeteria, library, and student gymnasium. Again, classrooms are small and cramped with student desks.

Neither facility has personal storage space for students or faculty. There are staff lounges for tea breaks but little or no storage area. The school does the best possible with the facilities available. Again, in a large area inhabited by so many people, human space is at a premium.

The Inner London Education Authority

The Inner London Education Authority (ILEA) offices are located across the Thames River from Parliament. The ILEA, as the authority is called, is the richest, most political power authority in the country. The ILEA board

is composed of elected members representing each of London's twelve borough education authorities.

Most of London teachers are hired at the recommendation of the headteacher and Board of Governors, but the teacher's salary is paid by ILEA. Teachers are paid with a deposit slip. The teacher's salary is directly deposited into a specified bank and on paydays teachers receive a record of deposit from the designated bank. This is truly a benefit to London teachers because in London banking hours are from 9:00-3:00 five days a week. The ILEA allots each borough in its jurisdiction the yearly operating budget for that borough's schools.

The ILEA is the governing body which sets general educational policy for the City of London. One responsibility is to set the school-year calendar. Teachers are under contract for 195 days, divided into three terms. Teachers have 5 in-service days and 190 teaching days. Under the recent contract, the 190 days is broken down into actual assigned hours to a total of 1,265 hours per year. These hours must be assigned by the headteacher. The assigned hours may include after-school assignment. Teachers are required to keep a weekly log of assigned hours and turn the log into the headteacher at the end of each week.

Curriculum is decided in the school but dictated by the requirements of the public exams. The school's headteacher decides which exams are to be used. The O Level and A Level exams are written by a council appointed by the university. The university council writes the exams as a commercial business. The CSE exams are written by an independent agency. The ILEA is responsible for the supervision of curriculum. Her Majesty's Inspectors for London are assigned to ILEA.

The ILEA owns several properties outside the London area. These properties are used by London schools for off-site educational experiences. Many London students get their first opportunity to experience rural England by participating in class trips and overnights at ILEA-owned facilities. One facility is Marchant Hill Camp, County Surrey, which will accommodate about 200 students. Each year about 50 Cardinal Pole youngsters spend a week at this camp.

Another facility is a farm called Kentish Hill, located in County Kent. The farm will accommodate about twenty students. Sixth-year CPVE students from Cardinal Pole school spent a week at Kentish. (See Appendix E for activities.) Both facilities have a full-time staff to operate and maintain the facilities.

The ILEA provides teachers' centers for staff development programs and resource materials. Headteachers attend ILEA workshops on management skills, designed to improve curriculum skills and new educational concepts.

Board of Governors

As mentioned earlier, voluntary schools are primarily church affiliated. When a church school is built, it becomes church property. The local authority provides 85 percent of the building cost, the church provides the other 15 percent. As a result of the shared facility expense, the church retains certain privileges. The church school can require certain guidelines for admittance. Students must apply to attend a church (voluntary) school. Also, the church school appoints a Board of Governors. A Board of Governors can have up to eleven members. The Cardinal Pole board is comprised of one support staff, two parents, two teachers, two political governors from the borough, and four diocese-appointed members. All are voting members.

Some of the Board of Governors' responsibilities are status of students, including application for admission approval, and disciplinary expulsions. The board does hire teachers in specific areas; the major area is religion. A teacher hired by a Board of Governors of a school cannot be terminated or transferred by the local

authority, but is paid a salary by the local authority. The headteacher is hired by the board and sits on the board in an advisory capacity. The headteacher acts as a liaison between school staff and the Board of Governors. The governors are responsible for the maintenance and repair of the school premises and building. Each Cardinal Pole building has a caretaker who lives in a house provided by the Board of Governors. The caretaker supervises the building maintenance people and opens and closes the facility each day.

Staffing

Cardinal Pole school is located on two sites. The upper school is on Kenworthy Road and the lower school, or annex, is located nine blocks away on Victoria Park Road. The two sites are administered by a headteacher and three deputy headteachers. Cardinal Pole has sixty-five full or part-time teachers. (See Appendix A.) Some teachers are assigned to either the upper building or the annex. Other teachers of special subjects are assigned duties at both sites. Examples of special areas are dance, music, French, and physical education.

The school has a differentiated staffing concept. Teachers are paid according to a scale system. Beginning teachers are scale one, administrative positions, deputy heads, are scale five. Scale two through four teachers

are assigned extra responsibilities specified within the guidelines of each scale.

The ILEA hires and pays the salaries of most Cardinal Pole teachers. A few staff members were hired by the school Board of Governors. Staffing is determined on a per capita allocation, teacher-student ratio of twenty-five students to one teacher. The sixth year students studying for examinations are weighted because of the limits on class sizes of twelve students to one teacher.

The teaching staff is classified in six categories: instructor; scales one through four; and senior teachers, also known as scale five. The number of senior teachers in a school depends on the enrollment of the school. The local education authority determines scale points available for a school. Two-site schools get three extra scale points. Cardinal Pole is allotted seventy-three scale points. This seventy-three scale point allotment is above the original allotment of sixty-five teachers who are classified at scale one and assigned to the building based on the twenty-five to one student to teacher guidelines. The headteacher assigns scale points to individuals who perform extra building tasks or additional student responsibilities. This performance-based salary scale brings all teachers into the building at the same salary and allows the headteacher to weight teaching

positions and school responsibilities according to the needs of the school. It is fairly standard that scale points are given for academic heads of departments and pastoral care needs performed by heads of year.

Most academic department heads are scale four teachers. Some non-academic area department heads are only scale three teachers. The headteacher decides the allotment of scale for department heads according to need and position responsibility.

Each year of student classification, years one through six, has a head of year and an assistant head of year. The head of first year students has responsibility for all first year activities, contacts made to parents, and student discipline. The head of year also receives five additional planning periods per week to allow them time to perform all of their duties.

The school-year calendar is on a three-term design; fall, winter, and spring. Teachers can leave a teaching position at the end of a term. Many one and two scale teachers leave each term to take another teaching position at a higher scale, therefore increasing their salary. This can and does cause a lot of inconsistency and disruption in the staff structure during the school year because teachers must be hired to fill the vacated positions.

Teachers complete a three-year comprehensive teacher education program and can obtain certification to teach. Some students leave secondary education at age sixteen and can be trained and certified to teach school by age nineteen. Not many teachers go on to the fourth year of college to get a degree in Education. A university graduate with a Bachelor's of Art Degree in any discipline can go to a one-year teacher's certification course and receive a post-graduate Certificate of Education. In most schools, teachers must have a degree or qualification in the subject they will be assigned to teach. In areas of teacher shortage exceptions are made. In special subject areas, such as dance, music, or physical education, a teacher can be hired at an instructor's classification, which indicates there was no teacher education preparation, simply a high degree of expertise in that subject area. Teachers are assigned duties in accordance with stipulation of their national contract. (See Appendix B).

Cardinal Pole is on an eight-period modular scheduling design. Teachers are supposed to be assigned a 75 percent teaching load. Every teacher is assigned thirty classes and ten planning periods per week. Teachers traveling between the two sites get two or three additional planning periods per week allotted for travel.

At Cardinal Pole the deputy head and senior teachers teach one class a day. The headteacher at Cardinal Pole does not teach any class although there are schools where the headteacher chooses to teach classes.

School administrators need no administrative preparation and no administrative certification. Headteachers are usually selected from the teaching ranks. The headteacher is not required to have a university degree but in practice the degree seems to be a prerequisite. Administrators do attend managerial seminars during the school term. For administrative responsibilities, see Appendix C.

The headteacher is director of the school. This administrative position is probably the most powerful position in British education. The headteacher can select to involve staff in decision making or decide school policy in a non-democratic process. The headteacher is involved in textbook selection, curriculum development, staff selection, and the allotment of scale points within the structure of the school. The headteacher is the educational leader of the school and directs or gives direction to the staff. He/she sets the climate and the direction of the school. (See Appendix D.)

The differentiated staffing and division of duties among staff produces the discipline structure and

progression. Each grouping of students is assigned to a formteacher. Basically, a formteacher is a homeroom teacher responsible for disseminating school information and taking attendance. The term, form, can describe a homeroom for a year classification, as in second form meaning second-year student. (See Appendix D.) This structure comes from the monitorial schools when students of the same age sat on a bench, or form, to learn their school lesson. The formteacher is the first step in the discipline structure. Misconduct is reported to the formteacher. Repeated reports of misconduct to the formteacher result in the disciplinary actions moved to the head of year assigned to that form. The head-of-year teacher is responsible for student conferences and contacts with parents. The deputy head is responsible for suspensions from school, and the headteacher has the responsibility of expulsions from the school.

Typically, an English school does not have a written discipline policy. The deputy head usually determines building procedures. The common discipline sanction used is detention during lunch time. More than ten minutes of after-school detention requires parent contact. The usual lunch period is one hour and ten minutes. Assigned detention may take as much as 50 percent of that time.

In England, corporal punishment is at the discretion of the headteacher. The ILEA, however, has banned corporal punishment. Until recently, corporal punishment was at the discretion of the headteacher. The ILEA banned it in 1980; nationally it was banned in 1987.

Students at Cardinal Pole

Prospective Cardinal Pole students must participate in an application interview process for acceptance to the school. A prospective student first applies for admission. Upon acceptance of the student application letter, an interview time is scheduled. The student and a parent meet with the headteacher and a deputy head. The purpose of the interview is to establish contact with parents, let them know how the school operates, lay the ground rules for school functions and the school's purpose, and ask the parent's assessment of the child's educational performance and attitude. The parent must establish church credentials. In some cases, local priests know the families. The student must have a baptismal certificate. The interview also allows the parent an opportunity to ask questions and interview the school. The interview results used by the headteacher is forwarded to the Board of Governors. The governors review all applicants. Students are only rejected on the grounds of religious affiliation. Some non-Catholics are allowed

admittance on the grounds of religious sympathies. The student record of behavior is not grounds for rejection.

Students accepted to Cardinal Pole School are ability grouped. Banding is the term used for ability grouping. Banding is a system used in London to classify all students, based on reading ability. Bands are 1, 2, or 3, with 1 being the lowest. The students are tested for reading level (referred to as reading age) with a test named the London Reading Scheme. Each year 25 percent of students are banded 1 and 3 and 50 percent are in band 2. Every secondary school in London is supposed to have the same ratio of banded students. The classification assumes to insure comprehensive, equal education to all students. The classification assumes to insure comprehensive, equal education to all students. The fallacy is that poor areas have less academically talented students, so the banding curve is skewed because of the socioeconomic inequity of communities. Some banding classifications are adjusted after a period of time, based on the student's academic performance at Cardinal Pole.

Cardinal Pole students wear a required uniform. All students, first through fifth year, adhere to the uniform code. Students are sent home for violating the uniform requirement. In London, the majority of schools require

school uniforms, although the recent trend sees more schools going away from the school uniform as standard.

Cardinal Pole requires a strict student dress code. Girls wear a white blouse, dark blue suit jacket or dark blue sweater, a dark blue skirt, white socks, and black dull-tone shoes, without ornamentation. A school tie of black with red and white stripes is also required. Girls may not wear jewelry except for a wrist watch, a plain cross necklace, and post earrings. The boys' uniform is slightly different. Boys wear black suit jacket with Cardinal Pole crest on the vest pocket, gray or black slacks, black dull-tone shoes, white socks, and school tie. Boys may also wear a wrist watch.

Students do not have personal lockers. Almost every student carries a bag in which to store books and personal items. Upon entering the school in the morning, students put all outer wear in their bag so as to appear in proper uniform.

School begin each day with a twenty-minute religious assembly. The assembly time is used for prayer, religious songs and sermons, and general school announcements. The student school day begins at 9:00 a.m. with assembly. Registration or attendance begins at 9:15 a.m. Classes begin with first period at 9:25 a.m. Cardinal Pole has an eight-period day. Second period is from 10:00 a.m. to

10:35 a.m. and then comes tea break until 10:50 a.m. when third period begins. Fourth period starts at 11:25 a.m. and lunch begins at 12:00 noon. Students may eat lunch in the school cafeteria or if they live close enough, go home for lunch. School reconvenes at 1:10 p.m. with afternoon registration. At 1:20 p.m., period five begins. Periods six, seven, and eight are each 35 minutes long and school is dismissed at 3:40 p.m.

Teachers follow the same identical schedule as the students. They are required to be at school at 8:55 a.m. and may leave at 3:40 p.m. Teachers are not assigned supervision during break or lunch time. Students are not closely supervised during non-class breaks.

Each day, the student is assigned homework for academic subjects. He/she must complete the homework assignment and a parent signs that the homework is completed. During each class, the teacher collects the homework lesson. If a student is negligent in following the homework process, the teacher contacts the home.

A Cardinal Pole student usually spends two years in the lower school and three or four years in the upper school. A large percentage of fifth year students leave school as soon as they reach the age of sixteen. Theoretically, fifth form students are to attend school

until the second term ends in early May, but many just don't attend after their sixteenth birthday.

Those students who wish to continue school in the sixth year must be asked to return for the additional studies. Most students returning for the sixth year have passed several O Level tests and want to work on A Level studies. Sixth year students do not have to follow the uniform requirements. They are housed in an isolated section of the school and have separate entrances and exits away from the other students. Much of the curriculum for sixth year is of individualized design. The students attend some common sessions, but much of the structure is of the tutor-student design.

Cardinal Pole Secondary Curriculum

The comprehensive secondary school was designed to combine the educational programs of the grammar school and secondary modern school. Students are offered a diverse curriculum with the emphasis remaining on preparation for national O Level and A Level exams. Teachers have the responsibility of recommending students for exams in specific areas. Often students are not allowed to take a specific subject area examination without the classroom teacher's recommendation. Not only is there a history,

but there is a present day tendency to judge teacher effectiveness by student examination scores.

First and second year students have a set curriculum. Within the first two years, students take classes in religion, English, drama, mathematics, science, French, history, geography, physical education, dance, home economics, needlework, music, and art. Some of these classes meet daily and others are on an alternating basis. With the eight-period day, classes can meet in a combination of one, two, or three thirty-five minute sessions.

The educational program for third year students retains the broad emphasis established in the first two years, but enables students to begin a second foreign language and to experience the subjects of physics, chemistry, and biology. Boys and girls are introduced to workshops in the Design and Technology Department.

In the month of May, during a student's second year, parents are invited to the Upper School to discuss a student's third-year program with the third-year head of year and third-year teachers. The curriculum is presented to the parents and parents are requested to select the student's third-year program (Appendix F).

The last two years of compulsory education are centered on courses leading to public examinations. All

students continue to undertake religious education, physical education, English, and mathematics in the core fourth-year program which occupies half of the week's schedule. Five additional subjects are chosen and the final choice must include a science, a foreign language, a creative or esthetic subject, and humanities. The subjects currently available within this option scheme are: physics, chemistry, biology, computer studies, French, German, Italian, dance, art, design and technology, graphical communications, motor engineering, home economics, child care, history, geography, British constitution, economics, commerce, business studies, and social studies. All studies taken lead to examination entry for the GCSE, depending on the student's subject achievement.

An invitation to join the sixth year in Cardinal Pole is the result of teacher's assessments of the student's capacity to gain benefit from the pursuit of further school studies. Fifth-year students and their parents are invited to school in the second half of the fifth year to discuss opportunities available in a sixth-year program.

At the fifth-year level the examination used to be O Levels or CSE. In 1989 fifth year-students will take one examination called the GCSE (General Certificate of Secondary Education). All fifth-year students will take

the GCSE in subjects or areas of study selected in the third-year options' meeting.

The standard for the national examination is a two-year course fourth and fifth year. A Level examinations are offered to the top 20 percent of the students. The GCE (General Certificate of Education) and CSE (Certificate of Secondary Education) are geared toward the next 40 percent in the academic range. The new GCSE examination for the fourth year is an attempt to incorporate the GCE and the CSE into one examination. This is an attempt to combine O Levels and A Levels using a rank method of assessment. To this point the examinations are not expected to be available until 1989. Change comes slow and a large percentage of England's work population has an understanding of the present examination structure. Business has set the standards of certain entry level positions based on examination results. University admissions are based on A Level examination results. There is much opposition to the new examination scheme.

Finance

The Inner London Education Authority (ILEA), which is a branch of the twelve borough education authorities, is by its structure the richest authority in England. Boroughs differ in size, some are wealthier than others.

The ILEA administers all boroughs equally. There is no equity in national finance at the present time, but Education Minister, Kenneth Baker, proposes a more national approach to finance of education.

The British financing of education is diagrammed and described in a chart developed by Alan Peacock in 1967. Peacock shows that the funding of education involves four stages: the original suppliers of finance, allocators of finance, spending bodies, and users of finance.

Funding originates in households and economic enterprises. They pay taxes and rates; they pay fees and they make donations to educational institutions. There are several flows between allocators of finance, of which the most important is the Rate Support Grant, which is a transfer from central government to local government. Local councils transfer funds to local authorities which administer schools.

The Borough of Hackney Education Authority allocates available funds to all the government school classifications in its jurisdiction. Cardinal Pole received 47,000 pounds for the operation of the school during the 1986-1987 school term. Operation expenses include purchasing all the supplies, equipment, and materials needed to run the educational program. This does not include teachers' salaries, building maintenance,

or major repairs. Cardinal Pole does receive additional monies for special projects from the diocese and from approved ILEA grants. The yearly school budget is figured and submitted by the headteacher in consultation with staff at a staff meeting called for the preparation of the budget for the coming school year.

CHAPTER 4

Summary and Conclusion

Summary

As in most first-world countries, England's educational system is in a constant state of evolving. They are attempting to include more segments of their school population in the examination scheme. A falling birth rate has caused a lower student population, which has contributed to consolidation of schools and attempts at school reform. A high national rate of unemployment has contributed to more students in the sixteen-to-eighteen-year range continuing their formal education. All of these factors contribute to the need for continual evaluation of the present system.

Teachers are very professional and dedicated to the English educational process. Most teachers teach from a standard syllabus designed to guide students toward success with the national examinations scheme. Teachers use the lecture method of delivery. Schools have minimum equipment, including the copy machine, which is the most utilized. Classroom sets of materials and books appear to be the standard.

Teachers in England are not well paid. As in many nations of the world, England's teachers give dedication and service, at minimum public expenditure.

Conclusion

Following the historical evolution of education in England, competency based testing is a logical development. The pay for testing results has set the national testing scheme. This scheme separates and benefits the academically talented students. A high testing result is required for university study and for the more lucrative professions in British society. It may be difficult, and certainly a slow process, to develop any other educational system.

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APPENDIX A
Staffing, 1986/87

ACADEMIC YEAR 1986/87STAFFING - * FIRST APPOINTMENT

*AN	Miss Allan	English
AL	Mr. Allpress	Head of P.E.
A	Mrs. Antoniou	Hd of Year 1/Maths
BL	Mr. Blackburn	Acting Hd of Special Needs
BH	Mr. Boahene	History/Business Studies
BR	Mrs. Brett	Geography/History
B	Mr. Burns	Ed of U Sixth/Hd of History
CB	Miss Carberry	Science
CA	Mr. Casey	Hd of Business Studies
*HC	Miss Chamberlain	Home Economics
CH	Mr. Channer	Craft/Design Technology
CW	Mrs. Chewlin	(W.I. Exchange)
CK	Mr. Clarke	2 i/c English
CL	Mr. Conneely	English
CM	Miss Cunningham	Hd yr 3/Biology
CN	Mrs. Cullen	(.4) English
DA	Mr. Darrow	P.E.
DV	Mrs. Davis	(.8) Mod. Languages
*DE	Miss Dean	English/Special Needs
DN	Mrs. Dunnett	(.6) Home Economics
EA	Miss Earle	i/c R.E. (annexe)
*FL	Miss Flood	Chemistry/Science/Maths
FR	Miss Franchi	Hd of Geography
GL	Mr. Glaysher	Hd of Art
GI	Mr. Griffin	Hd of Yr 3/Maths
GB	Mr. Grubb	Biology
GO	Miss Guerverno	Hd of Mod. Languages
HP	Mrs. Hanson	(.8) Expressive Arts
HN	Miss Hamilton	Art
HS	Mrs. Harris	Hd of yr 2/Art
HA	Mr. Harston	Maths
HT	Miss Hartigan	Maths
HE	Mrs. Heaton	2 i/c Home Economics
HY	Fr. Henry	Hd of R.E.
*HW	Miss Hewson	Business Studies
HL	Mrs. Hollis	(.4) P.E.
IT	Miss Imperiali	(.6) Italian
JN	Miss Jones	Craft/Design Technology
KH	Mr. Kehoe	Hd of yr 3/Chemistry
KO	Mrs. Kehoe	P.E.
K	Mr. Kenny	Hd of Science
KR	Mr. Kerner	First Deputy head.
KG	Miss Kerrigan	Hd of yr 4/Geography/RE
KW	Mr. Kajawa	Gov/Politics

ACADEMIC YEAR 1986/87STAFFING - * FIRST APPOINTMENT

LS	Mr. Leslie	P.E.
L	Mr. Long	Hd of L.6/Hd of English
MS	Miss Macsween	Drama/English
MN	Miss Mahoney	Acting Hd of yr 2 / 2 i/c Annexe Engl.
MB	Mrs. McBride	(.6) Maths
MY	Miss McGarry	Acting Hd of yr 2 / 2 i/c Annexe French
GN	Mrs. McGranaghan	Head of yr 5 / Maths
MK	Mr. McKenna	Hd of yr 5 / Social Studies
MT	Mr. McNulty	Maths/Computer Studies
M	Mrs. Mee	Modern Languages
MI	Mrs. Mitchell	English
MR	Miss Morris	Acting i/c girls P.E.
ON	Mr. J. O'Brien	Careers/ 16-19 Curriculum
OB	Mr. K. O'Brien	Second Deputy head.
OD	Mrs. O'Driscoll	Hd of Home Economics
P	Mrs. Paul	Craft Design Technology
PR	Mrs. Prest	Senior Mistress
R	Mr. Regan	Geography
HL	Miss Russell	(Art for Miss Hamilton)
RT	Miss Rutter	Geography
S	Mrs. Stott	E2L
*SW	Mr. Sweeney	Social Studies
TH	Miss Thorpe	P.E. (U.S. exchange teacher)
T	Mr. Toby	Hd of Design/Technology
TR	Mrs. Torrie	Hd of Expressive Arts
TM	Mr. Twomey	Head of Maths
UR	Mr. Urbonas	Head of Physics
*W	Miss Warren	Maths/Computer studies
	Miss J. Leith	

OFFICE STAFF

Mrs. Walby/Mrs. Jethwa	School Secretary
Mrs. Simpson	MG 12
Mrs. Mahon	MG 13
Mrs. Mudd	" "
Mrs. Price	MG 13

COOKS

Mrs. Smith	Main
Mrs. Baggot	Annexe

LIBRARY

Mr. A. Ross	Librarian
Mrs. Phillips	MG 13
Mrs. McAteer	MG 13

ACADEMIC YEAR 1986/1987SCHOOLKEEPERS

Mr. G. Doyle	Main
Mr. J. Pollard	Assistant
Mr. V. Dunne	Annexe

TECHNICIANS

Mr. Hedges	Workshop
Mr. Pambou	Science
Mrs. Mirza	Science

CAREERS ADVISOR

Miss Mickle
Mrs. Straughan

1986 - 1987FORM TEACHERS

Upper 6th Mr. Burns - UCR

Lower 6th Mr. Long, Mr. O'Brien, Miss Guerveno - LCR

5 C	Mr. McNulty	- G --	2 C	Mr. Harston	- 7 --
5 A	Mrs. Heaton	- 2	2 A	Mr. Blackburn	- 6
5 R	Mr. McKenna	- 1 HY	2 R	Miss Hartigan	- 9
5 D	Mr. Twomey	- 5	2 D	Miss Mahoney	- A3 HY
5 N	Mr. Casey	- 3	2 N	Mr. Regan	- 8
5 L	Mrs. McGranaghan	- 4 HY	2 L	Miss McBarry	- L4 HY
4 C	Mr. Toby	- 7	1 C	Mrs. Stott	- 4
4 A	Miss Kerrigan	- 9 HY	1 A	Mrs. Brett	- 3
4 R	Mr. Griffin	- E HY	1 R	Miss Earle	- 2 HY
4 D	Mr. Kujawa	- 8	1 D	Mrs. Antoniou	- 5 HY

4 N	Miss Franchi	- 6	1 N	Miss Flood	- 10
4 L	Mr. Clarke	- E	1 L	Miss Carberry	- 11

FORM TEACHERS

3 C	Mr. Kehoe	- 14 HY
3 A	Miss Mee	- 11
3 R	Mr. Sweeney	- 12
3 D	Mr. Glaysher	- 15
3 N	Miss Hewson	- 13
3 L	Miss Cunningham	- 20 HY

SUPPORT TEAMS

YEAR 1. Mrs. Davis, Miss Masterson, Miss Chamberlain, Mr. Darrow

YEAR 2. Mrs. Dunnett, Mrs. Harrison, Miss Dean, Mrs. Norris,
Miss Thorpe, Mr. Kenny

YEAR 3. Mrs. Kehoe, Miss Morris, Mr. Conneely, Mr. Grubb,
Mrs. Rutter, Miss Warren, Miss Allan, Mrs. Chewlin

YEAR 4. Mr. Allpress, Mr. Leslie, Mrs. Cullen, Miss Jones,
Mrs. O'Driscoll, Mrs. Paul, Mr. Urbonas

YEAR 5. Mrs. Hollis, Mrs. Torrie, Mr. Boahene, Mr. Channer,
Fr. Henry, Mrs. McBride, Mrs. Mitchell, Miss Imperiali

APPENDIX B
Conditions of Employment for Teachers

Inner London Education Authority

i l e a

Education Officer William H. Stubbs

The County Hall London SE1 7PB

Telephone 01-633

Please reply to

My reference

Your reference

Date

7036/2386

Room 47a

PER/ER1a

To all schoolteachers in primary,
secondary and day special schools

21 July 1987

Dear Colleague,

SCHOOLTEACHERS' PAY AND CONDITIONS OF EMPLOYMENT

You will be aware that the Teachers' Pay and Conditions Act 1987 was passed earlier this year. The Secretary of State for Education and Science announced his intention to issue a number of Orders to implement the Act and the first, the Education (Schoolteachers' Pay and Conditions of Employment) Order, 1987, SI 650, has now been issued; teachers were formally advised of the changes to their conditions of employment by Schools Circular 87/96. This has changed your conditions of employment with the Authority or the Governors in the case of Voluntary - Sided schools. You are required to comply with the conditions prescribed by the Order, a copy of which is attached to this letter (Annex 1). These conditions, other than those relating to working time (which come into effect on 1 August 1987), came into effect on 30 April 1987.

The authority has formulated advice for headteachers on those matters which allow for a degree of flexibility so that all schools within Inner London adopt reasonably consistent procedures. The basis of this advice in relation to the working year, working time and cover are summarised in Annex 2.

I hope that it will be helpful for you to have your own copy of the attached documents and that they have clarified the interpretation of some of these duties.

Yours sincerely,

DAVID MALLEN

Director of Education Schools

ANNEX 1

CONDITIONS OF EMPLOYMENT OF SCHOOL TEACHERS

Exercise of General Professional Duties

1. A teacher who is not a head teacher shall carry out the professional duties of a school teacher as circumstances may require -
 - (a) if he is employed as a teacher in a school, under the reasonable direction of the head teacher of that school;
 - (b) if he is employed by an authority on terms under which he is not assigned to any one school, under the reasonable direction of that authority and of the head teacher of any school in which he may for the time being be required to work as a teacher.

Exercise of Particular Duties

2. (a) A teacher employed as a teacher (other than a head teacher) in a school shall perform, in accordance with any directions which may reasonably be given to him by the head teacher from time to time, such particular duties as may reasonably be assigned to him;
- (b) A teacher employed by an authority on terms such as those described in paragraph 1 (b) above shall perform, in accordance with any direction which may reasonably be given to him from time to time by the authority or by the head teacher of any school in which he may for the time being be required to work as a teacher, such particular duties as may reasonably be assigned to him.

Professional Duties

3. The following duties shall be deemed to be included in the professional duties which a school teacher may be required to perform -
 - (1) (a) Planning and preparing courses and lessons; TEACHING
 - (b) Teaching, according to their educational needs, the pupils assigned to him, including the setting and marking of work to be carried out by the pupil in school and elsewhere;
 - (c) Assessing, recording and reporting on the development, progress and attainment of pupils;

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| <p>(2) (a) Promoting the general progress and well being of individual pupils and of any class or group of pupils assigned to him;</p> <p>(b) Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;</p> <p>(c) Making records of and reports on the personal and social needs of pupils;</p> <p>(d) Communicating and consulting with the parents and pupils;</p> <p>(e) Communicating and co-operating with persons or bodies outside the school;</p> <p>(f) Participating in meetings arranged for any of the purposes described above;</p> | <p>OTHER
ACTIVITIES</p> |
| <p>(3) Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;</p> | <p>ASSESSMENTS
REPORTS</p> |
| <p>(4) Participating in any arrangements within an agreed national framework for the appraisal of his performance and that of other teachers;</p> | <p>APPRAISAL</p> |
| <p>(5) (a) Reviewing from time to time his methods of teaching and programmes of work;</p> <p>(b) Participating in arrangements for his further training and professional development as a teacher;</p> | <p>REVIEW:
FURTHER
TRAINING
DEVELOPMENT</p> |
| <p>(6) Advising and co-operating with head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangement;</p> | <p>EDUCATIONAL
METHODS</p> |
| <p>(7) Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school</p> | <p>DISCIPLINE
HEALTH AND
SAFETY</p> |

premises and when they are engaged in authorised school activities elsewhere;

- (8) Participating in meetings at the school which relate to the curriculum for the school or the administration or organization of the school, including pastoral arrangements;
- STAFF
MEETINGS

- (9) Supervising and so far as practicable teaching any pupils whose teacher is not available to teach them;
- COVER

Provided that no teacher shall be required to provide such cover -

- (a) after the teacher who is absent or otherwise not available has been so for three or more consecutive working days; or
- (b) where the fact that the teacher would be absent or not available for a period exceeding three consecutive working days was known to the maintaining authority for two or more working days before the absence commenced;

unless -

- (i) he is a teacher employed wholly or mainly for the purpose of providing such cover ("a supply teacher"); or
- (ii) it is not reasonably practicable for the maintaining authority to provide a supply teacher to provide cover; or
- (iii) he is a full time teacher at the school but has been assigned by the head teacher in the time-table to teach or carry out other specified duties (except cover) for less than 75 per cent of those hours in the week during which pupils are taught at the school;

- (10) Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examination; recording and reporting such assessments; and participating in arrangements for pupils' presentation for and supervision during such examinations;
- PUBLIC
EXAMINATIONS

- (11) (a) Contributing to the selection for appointment and professional development of other teachers and non-teaching staff, including the
- MANAGEMENT

introduction and assessment of new and probationary teachers;

- (b) Co-ordinating or managing the work of other teacher;
- (c) Taking such part as may be required of him in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;

- (12) (a) Participating in administrative and organizational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials; ADMINISTRATION
- (b) Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

Working Time

4. (1) After 1st August 1987 -

- (a) A teacher employed full-time, other than in the circumstances described in sub-paragraph (c), shall be available for work for 195 days in any year, of which 190 days shall be days on which he may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his employer or, if the employer so directs, by the head teacher;
- (b) A teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher (or, where the teacher is not assigned to any one school, by his employer or the head teacher of any school in which he may for the time being be required to work as a teacher) for 1265 hours in any one year, those hours to be allocated reasonably throughout those days in the year on which he is required to be available for work;
- (c) sub-paragraphs (a) and (b) do not apply to a teacher employed wholly or mainly to teach or perform other duties in relation to pupils in a residential establishment;

- (d) time spent in travelling to or from the place of work shall not count against the 1265 hours referred to in sub-paragraph (b);
 - (e) unless employed under a separate contract as a midday supervisor, a teacher shall not be required to undertake midday supervision, and shall be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2:00 pm;
 - (f) a teacher shall, in addition to the requirements set out in sub-paragraphs (a) and (b) above, work such additional hours as may be needed to enable him to discharge effectively his professional duties, including, in particular the marking of pupils' work, the writing of reports on pupils and the preparation of lessons, teaching material and teaching programmes. The amount of time required for this purpose beyond the 1265 hours referred to in sub-paragraph (b) and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the employer but shall depend upon the work needed to discharge the teacher's duties;
- (2) In this paragraph, "year" means a period of 12 months commencing on 1 September unless the school's academic year begins in August in which case it means a period of 12 months commencing on 1 August.

ANNEX 2

The key issues addressed in advice to headteachers are:

- (i) Working Year: The provisions are set out in paragraph 4 of Annex 1. Teachers are required to be available for work on 195 days in any year, of which 190 days shall be days on which they may be required to teach pupils.

Joint agreement has been reached in the Schoolteachers' Joint Negotiating Committee on the use of the 5 days beyond the pupil year. These days are to be used for INSET, curriculum development and preparatory meetings of the staff at the school or a centre agreed by the Authority. The use of these five days shall be determined by the Headteacher of the school having consulted the teaching staff and shall be subject to the approval of the school's general inspector. On two of the five days, the Authority shall be entitled to nominate the areas to be covered and the school shall be expected to follow the nomination unless specific alternative proposals have been agreed for that school by the school's general inspector.

- (ii) Working time: The provisions for working time are set out in paragraph 4 of Annex 1. Teachers are required to be available, at the direction of the head teacher, for 1265 hours in any one year, those hours to be allocated reasonably throughout those days in the year on which they are required to be available for work.

Headteachers have been advised, having consulted the teaching staff, to establish a framework of activities and duties normally undertaken by teachers that can be shown to be within the 1265 hours limit of "directed time". However, the conditions of employment also make it clear at paragraph 4 (1) (f) that the 1265 hours excludes such additional hours as may be needed to enable the teacher to discharge effectively his/her professional duties, including, in particular, the marking of pupils' work, the writing of reports on pupils and the preparation of lessons, teaching materials and teaching programmes.

Models of time allocation have been devised for primary, secondary, and special schools that will provide sufficient flexibility to allow for individual school variation while ensuring a consistency of approach and a means to enable headteachers to deliver their responsibilities for the management of the school and to safeguard teachers from unreasonable imposition.

- (iii) Cover: The Education (School Teachers' Pay and Conditions) Order 1987 places on teachers a specific obligation to cover for absent colleagues. The Authority has constructed, within the framework laid down by the Order, a cover formula that sets out amongst other things, the aim that the cover responsibilities of individual teachers will not normally exceed:

Primary Schools - first day of colleagues' absence

Special Schools - second day of colleagues' absence

Secondary School - three periods in any one week

The Authority's cover formula (set out in Schools Circular 87/ [July 1987] which teachers are asked to study) represents a significant improvement for teachers on the basic obligation placed on them by the Order. Thus it is the Authority's expectation and hope that all teachers will comply with requests to cover for absent colleagues. However, against the contingency that some teachers may continue to refuse, all teachers are reminded that if a teacher refuses a request to cover for an absent colleague, he/she is in breach of the terms of his/her conditions of employment. With effect from 7 September 1987, the Authority will normally respond to such a breach by making a deduction from pay of the teacher concerned.

APPENDIX C

Conditions of Employment for Headteachers

PROPOSED CONDITIONS OF EMPLOYMENT

HEAD TEACHERS

Reproduced below are relevant extracts from the draft Order on which the Government is now consulting.

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|----------------------|---|
| Overriding | <p>(1) A head teacher shall carry out his duties in accordance with and subject to -</p> <p style="margin-left: 40px;">(a) the provisions of the Education Acts 1944 to 1986;</p> <p style="margin-left: 40px;">(b) Any orders and regulations having effect thereunder;</p> <p style="margin-left: 40px;">(c) the articles of government of the school of which he is head teacher, to the extent to which their content is prescribed by statute; and, to the extent to which they are not inconsistent with these conditions:</p> <p style="margin-left: 80px;">(i) any provisions of the articles of government the content of which is not so prescribed;</p> <p style="margin-left: 80px;">(ii) any rules, regulations, or policies laid down by the employing authority or governing body; and</p> <p style="margin-left: 40px;">(iii) the terms of his appointment.</p> |
| General Functions | <p>(2) A head teacher shall be the leader of the school community, and shall be the principal representative of the school in its relationships with the authority that maintains it, the governing body, the local community and the parents of its pupils. Subject to paragraph 1 above, he shall be responsible for the internal organisation, management and control of the school.</p> |
| Consultation | <p>(3) In carrying out his duties he shall consult, where this is appropriate, with the authority, the governing body and the staff of the school.</p> |
| Professional Duties | <p>(4) The professional duties of a head teacher shall include -</p> |
| School Aims | <p>(1) Formulating the overall aims and objectives of the school and policies for their implementation.</p> |
| Appointment of Staff | <p>(2) Participating in the selection and appointment of the staff of the school.</p> |

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| Management of Staff | <p>(3) (a) Deploying and managing all teaching and non-teaching teacher staff of the school and allocating particular duties to them (including such duties of the head teacher as may properly be delegated to the deputy head teacher or other members of the staff), in a manner consistent with their conditions of employment and maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere.</p> <p>(b) Ensuring that the duty of providing cover for absent teachers, as prescribed in paragraph 3(9) of Schedule 3, is shared equitably among all teachers in the school, taking account of their teaching and other duties.</p> |
| Liaison with staff unions and associations | (4) Maintaining relationships with organisations representing teachers and other persons on the staff of the school. |
| Curriculum | (5) Determining, organizing and implementing an appropriate secular curriculum for the school, having regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school. |
| Review | (6) Keeping under review the work and organisation of the school |
| Standards of teaching and learning | (7) Evaluating the standards of teaching and learning in the school, and ensuring that proper standards of professional performance are established and maintained. |
| Appraisal | <p>(8) (a) Providing information about the work of staff and performance of the staff employed at the school where this is relevant to their future employment.</p> <p>(b) Supervising and participating in any arrangements within an agreed national framework for the appraisal of performance of teachers who teach in the school.</p> |
| Training and | (9) Ensuring that all staff in the school have access to advice and training appropriate to their needs, in accordance with the policies of the maintaining authority for the development of staff. |
| Pupil progress recorded | (10) Ensuring that the progress of the pupils of the school is monitored and |
| Pastoral care | (11) Determining and ensuring the implementation of a policy for the pastoral care of the pupils. |

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| Discipline | (12) Determining, in accordance with any written statement of general principles provided for him by the governing body, measures to be taken with a view to promoting, among the pupils, self-discipline and proper regard for authority, encouraging good behavior on the part of the pupils, securing that the standard of behavior of the pupils is acceptable, and otherwise regulating the conduct of the pupils; making such measures generally known within the school, and ensuring that they are implemented. |
| | (13) Ensuring the maintenance of good order and discipline on the school premises whenever pupils are present, including the midday break. |
| Relations with parents | (14) Making arrangements for parents to be consulted and given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims. |
| Relations with other bodies | (15) Promoting effective relationships with persons and bodies outside the school. |
| Relations with governing bodies | (16) Advising and assisting the governing body of the school in the exercise of its functions, including (without prejudice to any rights he may have as a governor of the school) attending seatings of the governing body and making such reports to it in connection with the discharge of his functions as it may properly require either on a regular basis or from time to time. |
| Relations with authority | (17) Maintaining liaison and ensuring co-operation with the officers of the maintaining authority: making such reports to the authority in connection with the discharge of his functions as it may properly require either on a regular basis or from time to time. |
| Relations with other educational establishments | (18) Maintaining liaison with other schools and further education establishments with which the school has a relationship. |
| Resources | (19) Allocating, controlling and accounting for those financial and material resources of the school which are under the control of the head teacher. |
| Premises | (20) Making provision, if so required by the governing body or the maintaining authority, for the security and effective supervision of the school buildings and their contents and of the school grounds; and ensuring (if so |

- required) that any lack of maintenance is promptly reported to the maintaining authority or, if appropriate, the governing body.
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| Appraisal of head teacher | (21) (a) Participating in any arrangements within an agreed national framework for the appraisal of his performance as head teacher. |
| | (b) Participating in the identification of areas in which he would benefit from further training and undergoing such training. |
| Absence | (22) Arranging for a deputy head teacher or other suitable person to assume responsibility for the discharge of his functions as head teacher at any time when he is absent from the school. |
| Teaching | (23) Participating to such extent as may be appropriate in the teaching of the pupils at the school. |
| Midday | (5) Without prejudice to his duties under paragraph 4(13) and (22) above, a head teacher shall be allowed a break of reasonable length in the course of each school day. |

PROPOSED CONDITIONS OF EMPLOYMENT

Deputy Head Teachers

Reproduced below is a relevant extract from the draft Order on which the Government is now consulting.

General

A person appointed deputy head teacher in a school, in addition to carrying out the professional duties of a school teacher, including those duties particularly assigned to him by the head teacher, in the manner prescribed in paragraphs 1 and 2 of Schedule 3 to this Order, shall -

- (1) assist the head teacher in managing the school or such part of it as may be determined by the head teacher;
- (2) undertake any professional duty of the head teacher, including those set out in paragraph 4 of Schedule 1 which may be delegated to him by the head teacher.
- (3) undertake, in the absence of the head teacher, and to the extent required by him or his employers, the professional duties of the head teacher.

NOTE: The conditions of employment of Deputy Head Teachers would also include the conditions reproduced on pages 12 and 13.

APPENDIX D
CARDINAL POLE SCHOOL

TEACHERS BULLETIN

"Catholic education is above all a question of communicating Christ, to form Christ in the lives of others. Those who have been baptized must be trained to live the newness of Christian life in justice and in the holiness of the truth. The cause of catholic education is the cause of Jesus Christ and of His Gospel at the service of man."

Pope John Paul II addressing students and teachers on June 1, 1982.

Clearly in the Catholic School our pupils will learn as much, if not more, from our example as from our classroom teaching. Every teacher's dedication and concern to help pupils and colleagues is essential in establishing this ethos. For many children, their sole experience of justice and charity is within the framework of their school. With this awesome responsibility and the unfailing guidance of the Holy Spirit, we embark on a new school year in Cardinal Pole.

Notes of guidance for staff

A. Day to Day Organisation

Colleagues are asked to be available in the staff room for 9.00 each morning. On both sites head and/or deputy are available before school; there is a briefing in the staffroom (on Monday on Main site, Wednesday in the annexe) at 9.00 a.m. All Staff should proceed promptly to the assembly hall at 9.00 each day, ready to move with their year team when assembly ends. The whole year team works under the direction of heads of year who may ask colleagues to assist with registers, late comers, etc., as circumstances require.

Site management, including lesson cover (see Item C) is under the direction of Mr. Kerner (main) and Mr. O'Brien (annexe) and relies for its efficiency on the prompt arrival of teachers for the start of the lesson, and all teachers clearing the classroom and directing all pupils to the ground floor at the end of session. Classrooms and workshops are locked at the end of session. (see Item C).

B. Duties/Supervision

Mr. Kerner (main) and Mr. O'Brien (annexe) are responsible for statutory arrangements for supervision of pupils at break. Staff undertaking voluntary supervision of pupils during the lunch break are asked to inform the appropriate deputy of these arrangements.

C. Lesson Cover

Before assembly, on each staff room notice board, details of cover arrangements are posted. On the main site, cover is normally in the study area (main hall). Established staff may wish to undertake cover in the timetabled classroom and may do so by prior arrangement with Mr. Kerner. Work will be provided by the deputy head who will require that it be set in advance, if possible, or provided by the head of department or teacher in charge of the subject. Staff undertaking lesson cover are required to maintain full supervision and working arrangements for the group.

D. Staff Absence

Staff requiring leave for any reason must see the headteacher with as much notice as possible. An early phone call to the appropriate site is essential where, through sickness or other reasons, a teacher will be absent. On their return staff are always required to see the headteacher as early as possible.

E. Staff Off Site

All staff leaving the school site during working hours are required to see the deputy (or if unavailable, the school secretary) in advance.

The working day for all colleagues is 9.00-3.40 and all are required to remain on site (except during the lunch break), until school ends.

F. Security

Colleagues are instructed to take care of all personal valuables when on the school site, and in particular to guard against leaving their keys or bags available to children. School keys should not normally be given to pupils. In the further interests of security children should not be sent to the staffroom to collect items for their teachers.

If staff see intruders on the school site, they should immediately send a reliable pupil to inform the school office. Directions from the authority concerning intruders are posted on the staff room notice boards.

G. Keys

Heads of Year hold keys to the classrooms on their corridor and will arrange for the locking and unlocking of rooms. Keys to specialist areas (labs, workshops) are held by members of the department. Staff holding keys are required to leave them in the schoolkeepers office at the end of the day and are reminded of the importance of safe keeping of keys during the school day. Any loss must be reported immediately to the school office.

H. Fire Drill

Information sheets will be given by the deputy heads concerning arrangements for fire drill which is held in each half of the term.

I. Visits/Journies/Excursions, etc.

When an educational visit is under consideration, teachers should discuss this with their head of department and, if approved, with the appropriate deputy. Decisions on such visits ultimately depend upon the amount of disruption to the time-table and to any recent loss of lesson time experienced by the group concerned.

J. Minibus

Arrangements for the use of school minibuses are under Miss Cunningham's direction; an information sheet concerning their use will be available early in the term.

1. BANDING

Pupils are banded on entry such that pupils requiring most individual help in reading, writing are located in classes C and A. The most able pupils are in classes D, N, and L.

It is to be emphasised however our responsibility is to help every child in whatever class or group by providing material appropriate to his/her needs. Where pupils are taught within their band, colleagues are asked to use information from the Special Needs team to help meet individual pupil's learning needs. For much of the programme pupils are taught in mixed ability groupings. It is important to every child's success that neither he/she nor the teacher views banding as a competitive system; movement across the banding allows for a child's transfer to a group where the pace and content of the work best suits his/her needs.

2. RECORDS OF WORK

All staff are required to keep a record of work undertaken in lessons, homework set, together with a record of pupils attendance at lessons and all marks awarded for work set. Registers and files are available from Mr. Kerner.

3. HOMEWORK

By the second week of term a homework timetable for each class is

that they have seen it completed. Where the work set is written, parents may ask the child to rewrite it neatly if they consider it poorly presented.

All staff are asked to check that parents do sign homework; and that, if reading or learning is set, the pupil writes it in the exercise book and receives the parent's signature. All teachers must keep full records of homework set and discuss with the form teacher and/or head of year appropriate sanctions for defaulters.

4. EXAMINATIONS

Half yearly written examinations are held for all pupils in December and June; for each pupil, percentage marks are given in each subject and are entered by the subject teacher on the main form list. Completed sets of paper are handed in for central storage when marking is complete. The preparation of questions, papers, mark schemes, etc., is discussed in advance with the head of department.

5. REPORTS

All teachers can get from the school office individual pupils' report forms and may work on the half yearly report throughout the term, adding final comments when examinations have been marked.

From time to time, a head of year may request an interim report on a pupil where there is concern for his/her progress.

6. SANCTIONS

Successful teaching requires every teacher to establish a working relationship with each child and group. Firmness and professional control are essential; appropriate, just sanctions are often necessary to enforce good learning. Many established staff find pupil detention in the lunch hour, or for older pupils after school and with 24 hour notice, are most effective. Transferral of the problem to colleagues by sending a pupil out of class is usually counterproductive.

Subject teachers should, however, seek advice of colleagues with pastoral responsibility for the child or group; and be willing to observe colleagues whose classroom management of the same child or group is clearly more effective.

There is no corporal punishment, official or unofficial, or any pupil.

7. CONTACT WITH PARENTS

All staff are asked to liaise with form tutors and/or heads of year, where contact with a parent is thought desirable. Letters to parents

must always be via the head of year who will normally be the person who sees the parent at an interview.

Form tutors are, however, required to send the official letter to parents on the second day of absence if there has been no information concerning a child's absence from school.

APPENDIX E

C.P.V.E. Residential at Kench Hill

C.P.V.E. RESIDENTIAL AT KENCH HILLCARDINAL POLE SCHOOL8th, - 12th, DECEMBER 1986PERSONNEL:Teaching Staff:

J. O'Brien	Cardinal Pole School	Party Leader
O. John	Kench Hill	Head of Centre
S. Thorpe	Cardinal Pole School	Ass't. Party Leader
R. Vile	Hackney 16-19 Unit	CPVE Residential Adviser

Support Staff:

F. Whipp	Division 4 MRO Co-ordinator	
G. Williams	Cardinal Pole School	MRO

A.O.T.'s:

V. John	Kench Hill	Clerical Officer
R. Bailey	Kench Hill	Caretaker/Gardener
J. Martin	Hobbs & Parker	Auctioneers
E. Brignall	Farmer	
C. Bealty	Tenterden Day Centre.	

Special thanks are due to:

- (1) The domestic staff at Kench Hill, led by Jean Wady, for ministering to the material and spiritual needs of the visiting party in such an understanding way.
- (2) The captain and crew of SS Hengist (Sealink) for organising the visit to the bridge of the ship and making both staff and students feel most welcome.

INTRODUCTION:

It was felt that residential experience was desirable for the Cardinal Pole CPVE group on several grounds, not the least of which was to establish firmly a group identity. Such a feeling was already evident amongst the students on their arrival and was even more firmly cemented by the time of departure. The whole week proved to be a valuable social experience in living and working together for both staff and students. What was particularly impressive was the easy way in which comparative strangers were readily accepted into the working and social environment.

It was certainly an advantage that most of the group had already visited Kench Hill earlier in their school careers. This will no doubt be the pattern with many CPVE groups and saves much administrative time in that many of the students are already familiar with the customs, rules and regulations of the centre. One disadvantage is that care should be taken not to repeat exercises or assignments from the previous visit. This does not mean that the same locations cannot be used in the programme, but that they should be approached and exploited differently.

The position of the residential visit within the year's programme should be considered carefully as the timing will make a difference to what takes place. It is possible that the residential might be considered best placed as part of the induction programme rather than as an integral part of the later work. The importance of the visit being an integral part of the year's programme cannot be over-stressed. It might even lead to a certain number of weeks at Kench Hill being designated CPVE weeks so that school co-ordinators would have specific dates around which to plan.

On this occasion it is considered that good use was made of support/teaching expertise from within the division to assist the Cardinal Pole staff. This means that the assistant party leader does not necessarily have to be part of the CPVE team thus increasing the options open to planners and timetablers when considering the visit. However, it must be said that it would probably be more advantageous to the students if both party leaders were members of the CPVE team.

It should be noted that the visit took place during the second week in December when hours of daylight are severely restricted. This affects the planning of the programme and further emphasises the importance of the evening session. Fortunately the winter (so far!) of 1986/87 has been extraordinarily mild albeit a trifle wet but the possibility of extremely inclement weather at this time of year must be squarely faced.

NB: Abbreviations used in the following text are:

BAS Business and Administrative Services
DIS Distribution
PRO Production
STP Services to People
TES Technical Services.

Day 1: Monday 8th, December:

a.m. Travelling down and settling in
a.m. ...

aspects of nuclear power and asked some pertinent questions of our guides. The whole moral question of possible exposure to radiation should be considered before this visit is included in a programme. In this case, the organisers of the residential considered the risks to be virtually non-existent and the educational benefits to be gained considerable.

The pressure of parties visiting Dungeness is enormous so bookings have to be made some considerable time in advance.

The main areas of interest for CPVE students are seen as follows although the list is by no means exhaustive:

- B.A.S. Wages & Salaries - the labor force.
Cost of production including overheads and raw materials.
Costs of production compared to other forms of energy production.
Cost to the consumer.
Organisation.
- P.R.O. The production of electricity through nuclear power.
The nuclear process.
Materials used.
Layout and organisation.
- D.I.S. The storage and distribution of electricity through the National Grid system.
The accumulation of raw materials.
Advertising - the image of nuclear power.
- S.T.P. Electricity as a service.
The advantages and disadvantages of nuclear power, especially effect on environment.
The welfare of the work force.
The work of the guides who show the public around.
- T.E.S. Machinery & equipment - operation & maintenance - design of.
The nuclear process/technology.
Radiation - containment and monitoring.
Computerisation - the control room.

The production of a list of this kind does not mean that the visit should become compartmentalised thus destroying its natural entity. They are merely areas which it is suggested can be given particular attention by students within each vocational area. Some topics, of course, overlap the vocational boundaries.

On the whole the visit was very successful with the students being split into small groups before embarking on a tour of the

installation. Despite the strong gale force wind which made excursions outside the building a little bit of an ordeal, and the malfunctioning of certain of the lifts, the visit proved most instructive. The whole process was seen including maintenance work, work on a shut-down reactor and a turbine. A glimpse into the control room gave an insight into some of the complicated technology and the students experienced at first hand the process by which the workers are tested for radiation.

The visit started with a slide presentation and ended with a question and answer session with the guides. Tea and biscuits were also provided as part of a very civilised visit.

Evening: The long hours of darkness obviously inhibit recreational opportunities at Kench Hill in the winter so the civilising effect of an evening study session becomes even more crucial. Students must be psychologically prepared for this beforehand and the Cardinal Pole students responded positively to being plunged straight into an interesting visit and then into a study session immediately after supper.

Activities consisted of:-

- (a) Write up/presentation of Dungeness visit.
- (b) Preparation for Tuesday's programme:
 1. Ashford as a market town.
 2. Brewing as an industry based on agriculture.

Day 2: Tuesday 9th, December:

a.m. Ashford Market: The visit was introduced by the Kench Hill Head of Centre, Owen John, using slides and a tape recording made on previous visits by pupils. The market operates on a restricted site on the edge of the town's inner ring road and parking is difficult.

The students spent an hour looking at the town itself with particular reference to their own vocational areas. Although they had been briefed on this aspect of the morning's activities, some students experienced difficulty in adjusting to working on their own without immediate teacher supervision. Perhaps students need to prepare themselves more for this activity. Group work is probably called for with the aim of preparing a report (verbal?) on the town from the viewpoint of their own particular vocational area. Students could decide for themselves the activities to be undertaken to accumulate material for the final report.

The visit to the market itself went well with the students showing obvious interest in most of the activities. A video recording was

made of the day's activities by Gary Williams, Cardinal Pole's MRO, who had travelled down to spend the day with us. Activities and sections seen at the market included:-

- (1) Selling of pigs.
- (2) Selling of sheep.
- (3) Selling of calves.
- (4) Selling of cattle.
- (5) Displays of (a) Vegetables
 (b) Fleeces
 (c) Poultry
 (d) Meat
 (e) Grain.
- (6) Guessing the weight of a turkey!

One student attempted (6), her guess of 29 1/2 lbs. being not too distant from the actual weight of 32 1/2 lbs.

Activities in Ashford and its market related to vocational categories are seen as follows:-

- B.A.S. Locating and describing Ashford's CBD.
The buying and selling process.
Auctioneering.
Market administration.
Ashford as a shopping centre.
- D.I.S. Transport to and from the market.
Transport in and around Ashford.
How animals are handled, moved and penned.
Destination of animals sold.
- P.R.O. Location and nature of Ashford's industries.
End product of market produce.
Agriculture as an industry.
The market as a production line - layout and organisation.
- S.T.P. Ashford as a shopping centre.
Location and description of social services in Ashford.
Ashford market as a service.
Auctioneering.
- T.E.S. Ashford as an engineering centre - ancient & modern.
The market and modern technology.
The technology of present day farming.

p.m. Shepherd Nease Brewery, Faversham:

After eating packed lunch in a village on the North Downs north of Ashford, the group proceeded to an interesting and instructive visit to one of Faversham's two large breweries.

As an example of how agricultural produce is processed, the visit fitted in well with the theme of the day. The students saw a good example of a long-established medium sized firm trying to cope with the new technology of the brewing industry on a restricted site near the town centre. After watching how some large articulated lorries coped with Faversham's narrow twisting streets, it was apparent that some sort of traffic survey could well be a useful addition to the visit.

The whole process was seen from the assembling of the raw materials to the production of the finished products in bottles and casks. A retired master brewer fulfilled the function of guide although much of the process 'spoke' (noisily!) for itself.

Suggested vocational areas are:-

- B.A.S. Costs and profit margins.
Wages and salaries.
Clerical services within the firm.
Organisation to the business.
- D.I.S. Transport of raw materials and finished good.
Advertising.
Selling the products (wholesale & retail).
Retail outlets.
- P.R.O. Organisation.
Processes.
Raw materials.
Finished products.
- S.T.P. Advertising.
Hospitality (to visitors and potential customers).
Alcoholic drinks - alcoholism
- drinking and driving
- as part of leisure & recreation.
- T.E.S. Processes.
Machinery & equipment (including design of).
Modern brewing technology including computerisation.
Maintenance.
Power supplies.

Evening: Again another important session which besides re-capping on the events of the day also gave an opportunity to brief students on the following day's activities. There was also an attempt to help them appreciate the direction in which their studies were taking them. This is particularly important during the first year of a new course.

Most students reacted well to these evening sessions and such recording of activities took place while the events were still fresh in the minds. One or two students, however, worked quite slowly and did not have too much to show for their efforts. Some attention may have to be paid to alternative methods of recording other than the written word. Some progress was made on this during the week.

Day 3: Wednesday 10th, December: Boulogne:

The site of the day visit to Boulogne can be summarised as follows:-

- (a) To have the students take part in a recreational and social experience as a social body.
- (b) To examine the effect on cross-channel ferry traffic of the proposed Channel Tunnel.
- (c) To compare the port and town of Boulogne with the port and town of Folkestone particularly in the light of the development of the Channel Tunnel.

If one examines each of the aims in turn, the first was partially achieved only. The students certainly acted in a socially responsible manner throughout the day and certainly gained a lot from the experience of visiting a foreign country. Originally, the idea was for the whole group, staff and students combined, to have a meal at a French restaurant and to turn it into a semi-formal occasion with a couple of speeches and toasts, etc. The social benefits of taking part in such an occasion could have been tremendous for the youngsters concerned. Unfortunately central funding for part of this project could not be found and when it was presented as an option costing about 5 pounds, the students declined to take it up. Their motives were probably mixed being a combination of thinking that they would not get value for money plus a feeling of not wanting to be with staff for the bulk of the day. In future it might be better if such a meal were not optional and the cost to be included in the overall charge for the week's activities. As it turned out quite a number of students purchased food for themselves and spent almost as much money for a good deal less both in terms of quantity and quality (the best I ever had).

It is pleasant to be able to report that the second of the three aims was achieved. The party visited the bridge in two groups and spoke at length to some of the ship's officers as well as examining the various navigational aids which were in use. The students found this interesting and stimulating but this will be difficult to record successfully, apart from the various photographs taken. Something to be considered for the future might be to formally interview one of the officers and either tape or video the ensuing conversation. The views expressed on the Channel Tunnel were obviously adverse and some attempt to balance this was possibly needed.

The third aim was partly achieved through a formally conducted tour of Boulogne on foot. Some way of recording this visit should be found which is both stimulating and fairly exhaustive. A complimentary visit to Folkestone was not included in the programme although it is realised that the constraints of time made it difficult to fit everything in.

The tour of Boulogne included:-

- (a) The fish market
- (b) The old town including the ramparts.
- (c) The general produce market.
- (d) The cathedral.

In the future, especially if examining the effects of the Channel Tunnel, it might be possible to obtain an official view from both Folkestone and Boulogne through contact with the two local governments.

The Boulogne visit meant an early start in order to make full use of the hours of daylight. One advantage of travelling during winter is that the boat is not overcrowded and the party was blessed with sunny, mild, almost spring-like weather with almost perfect visibility. The day also ended at quite a reasonable hour and it is probably advisable not to expect students to undergo an evening session after a day full of travelling.

Suggested vocational studies are:

- B.A.S. Organisation, booking and paying for the trip (and lunch).
- Exchanging money.
- French prices compared to English.
- The economics of cross-channel ferries:
 - passenger fare
 - vehicle tariff
 - shops on board including duty free.

Wages and salaries.

French taxes on goods more expensive/cheaper in one country compared to the other.

D.I.S. Freight traffic - loads carried

- origins
- destinations
- freight tariffs.

The economics of cross-channel ferries:

- the balance of freight/passenger traffic.

Imports and exports of Boulogne.

P.R.O. Industries of Boulogne (compared with Folkestone).

S.T.P. Cross-channel ferries as a service, viz passenger facilities.

Advantages/disadvantages vis-a-vis other forms of cross-channel transport.

Health & Safety on board.

Boulogne as a shopping centre.

Travel and tourism in Europe - the cross-channel ferry as a vital link.

T.E.S. Navigational aids on the ferry especially computerised.

Ship's engines.

The design of cross-channel ferries.

Modern port installations especially viz cargo handling.

One important aspect of personal development was that each student was made responsible for obtaining his or her own passport prior to departure.

Day 4: Thursday 11th, December:

a.m. Various activities in vocational groups.

B.A.S. This group worked with Owen and Val John on investigating how Kench Hill is run and organised. This included practical work in accounting and stock control.

T.E.S. The morning was split in half.

(a) Working with Richard Bailey, the Gardener/Caretaker on a survey of the machinery used at the centre with particular emphasis on the heating system and its controls.

(b) Working with Fred Whipp, Division 4 MRO Co-ordinator, on how to handle a video camera with a view to making a

might have been an aspect which could have been pursued prior to the residential week so that a complete record could have been made. The enterprise could form a part of a media studies module.

S.T.P. This group spent the morning at Tenterden Day Centre where they were made most welcome and their efforts were much appreciated. They helped out with a coffee morning and with serving lunch.

This proved to be one of the most successful and popular mornings and proved that one of the mainstays of a CPVE course can be the proper use of in-house facilities.

p.m. Rye:

Rye is a favourite town with Kench Hill visitors although Folkestone may have fitted in better with the rest of the week's work. However, there was not much time available as the evening's activities started relatively early and certain preparatory work had to be done. Unfortunately, Thursday afternoon was the one afternoon marred by inclement weather but this did not seem to dampen the spirits of the students.

Vocational areas covered could include:

B.A.S. Rye as a market town (compare to Ashford).
The decline in economic importance of the town through the ages (involving knowledge of history and physical geography).

D.I.S. Transport in and around Rye.
Warehousing in Rye (partly historical).
The position of Rye (physical geography).

P.R.O. Industries in Rye.
The advantages/disadvantages of Rye as an industrial centre.

T.E.S. Making a video record of Rye.

S.T.P. Rye as a tourist attraction.
Public transport facilities.

Evening: One of the climaxes of the week was the Christmas Dinner of roast turkey with all the trimmings splendidly presented by Jean Wady and her cheerful and willing band. This was much enjoyed by all and proved to be a valuable social experience for the students.

John Martin, a senior member of the firm of auctioneers Hobbs & Parker, and Edward Bringnall, a local farmer, were guests of honour. Both are good friends on Kench Hill, John making students feel most welcome at Ashford Market and Edward giving up much valuable time to conduct students around his farm on Romney Marsh. After dinner, everyone adjourned to the classroom where John eloquently led a discussion on the development and future of Ashford and its market. Mention of the proposed Channel Tunnel was inevitable. Contributions from the students were lively, articulate and sensible. A video record of the evening was made.

The evening can be counted as one of the outstanding successes of the week and would bear repeating, not only with CPVE residents but on other Kench Hill courses as well. Not only do the students derive great benefit but relations between Kench Hill and the local community are also enhanced.

Day 5: Friday 12th, December:

a.m. Very much a 'bitty' day in that there are a certain number of chores to be done at the centre. The opportunity was also taken to catch up on some of the writing up and recording of the week's activities. There was also the chance to see the various video recordings in their raw state. It is hoped that some follow-up work on this aspect can occur so that a properly edited version can be produced.

Some thought may need to be given towards making the final morning more cohesive and a more integral part of the week's programme.

p.m. Travel back to Hackney.

CONCLUSION:

Altogether this must be considered to have been a most successful week. Much credit for this must go to the rapport and trust already established between staff and students of Cardinal Pole School. Working with the group was a most pleasurable experience for all concerned.

One thing that was perhaps missing was a theme to run throughout the week. Excellent though the individual activities were, the links between them were often not so readily apparent. Perhaps the group (or each vocational group) could have been given a proposition to prove or disprove. It must be emphasized, however, that the observation should not be allowed to detract from what was an excellent week's work.

With the development (hopefully?) of CPVE and the extension of similar approaches to the 14-16 age group some work might be possible for a working party to produce a few models with alternatives so that party leaders could construct a course easily. The provision of support staff for such residentials should also be considered vital.

ROBIN VILE:

DECEMBER 1986:

APPENDIX F

Third Year Curriculum

CARDINAL POLE SCHOOL

Kenworthy Road, London E9 5RB Telephone 01-985-5150

Annexe: Victoria Park Road, London E9 7HE
Telephone 01-985-5646

HEADTEACHER

Mrs. J. F. Leith, BA

DEPUTY HEADTEACHERS

T. Kerne, BA

K. O'Brien

Dear Third Year and Parents,

You will shortly be asked to make a very important decision about options in the fourth and fifth years. Apart from a few subjects that you must study in the fourth and fifth year the rest of your subjects are optional and depend on what you decide. This booklet has been prepared to provide you with information concerning options and to help you in your decisions.

Please read this booklet carefully and discuss your options with your parents and teachers before reaching any decisions. If you have any problems or questions, please ask the subject teacher concerned or your Head of Year, and remember to let your parents read through this booklet as well. Keep it safe for future reference.

Best Wishes,

A. Cunningham

P. Kehoe.

HEADS OF YEAR.

THIRD YEAR OPTIONS

A Guide to Subject Options & How to Choose

In years 4 and 5 you will study 8 public examination courses.

Three of these subject courses are compulsory-ENGLISH, MATHS AND R.E. P.E. is also a compulsory subject. Apart from these subjects, which all pupils must study, you may study 5 other subjects of your own choice. So each fourth or fifth year pupil will have their own personal timetable.

The decision to study certain subjects or not is very important to you. It will affect what sort of qualifications you could eventually obtain and what type of job and career.

So in making these decisions you should bear in mind:-

- (a) What sort of Job/Career you would like and the qualifications you will therefore need.
- (b) Whether you like the subject or not.
- (c) Whether you are good at the subject or not.

In deciding what subjects to study and what subjects to drop you should also remember to aim for a balance of subjects from the Sciences, Humanities, Practical/Creative and Modern Languages. It is important to have a good all-round education without specialising too much. Remember you may not know now what sort of Job/Career you want and the type of qualifications you will need and if you do know now you may change your mind later.

Therefore you should choose at least one practical subject, one science subject and one humanity including Modern Languages.

The table gives a breakdown of the subjects which are being offered.

THE OPTIONS

COMPULSORY	OPTIONAL SUBJECTS			
SUBJECTS	SCIENCES	HUMANITIES	PRACTICAL/ CREATIVE	MODERN LANGUAGES
ENGLISH	PHYSICS	HISTORY	DESIGN REALISATION	FRENCH
MATHS	CHEMISTRY	GEOGRAPHY	DESIGN COMMUNICATION	GERMAN
R.E.	BIOLOGY	SOCIAL STUDIES	HOME ECONOMICS	ITALIAN
P.E.	MODULAR SCIENCE	CHILD DEVELOPMENT	ART	
	COMPUTER STD.	ECONOMICS	MUSIC	
		COMMERCE	DANCE	
			OFFICE PRACTICE	

ART

Art at Cardinal Pole is not just an enjoyable subject, it also produces many professionals and several students proceed to Art colleges every year and eventually make a living through skills learned initially in the Art department.

It is not an easy option but if you are prepared to work, you will find it most satisfying and enjoyable and possibly a start in life.

The G.C.S.E. course will give you ample opportunity to develop your interest and ability, offering drawing and painting of course, with photography, graphics, fashion design, pottery, printmaking and sculpture.

BIOLOGY

Biology at G.C.S.E.

The aim of the Biology is to develop our awareness of and an interest in all living organism, to enjoy studying living organisms and have respect for all life.

Over the two years the aim is to develop a knowledge and appreciation of biological concepts. This is done through observations, and experiments in the laboratory and on field trips.

The course includes a week field trip to Kench Hill in Kent where a variety of different habitats are studied, ponds and streams, the seashore and woodland.

The course is very extensive covering Cells and Life Processes, Food and Feeding Healthy and Active Bodies, on the move inside plants and animals, Reaction and Moving, Life Cycles, Reproduction and Growth, Variation, Inheritance and Evolution, Ecology of Organisms and Populations and Humans and the Environment.

Assessment is 50% Coursework done over the two years and 50% written exam.

Pupils are encouraged to question and formulate hypotheses, and at the end of the two years should be able to answer as wide ranging questions as "Why is biological control a better method of pest control than pesticides?" and "What changes take place in an athlete's body during a 5000 metre race?"

CHEMISTRY

Chemistry is a useful subject even if you don't want a career directly related to chemistry. Chemistry is an important part of our lives and daily needs, cars, petrol, clothes, paints, foods, fertilizers, plastics, medicines, roads, building materials, the list is endless.

The skills and techniques learnt in chemistry are in constant use in our every day life.

Chemistry is a practical science, where investigation of a problem is a major part of the course. It also develops practical skill and observational skills.

COMMERCE

This course covers a descriptive survey of the major commercial sectors of the British economy such as communications, transport, business services, and the importance of international trade.

Subjects covered will be production, money and currencies, the banking system, wholesalers, retailers, types of business organisation, insurance, consumer protection, advertising, types of transport etc.

Three coursework assignments will have to be completed.

The examination is to GCSE level and grades A-F are possible.

COMPUTER STUDIES

SUBJECT: COMPUTER STUDIES

Computer Studies is still fairly new to schools, but pupils should realise it is not about "playing games" or "hacking programs". It is a subject of two different parts, theory and practical. About 1/3 of lesson time is spent on practical work, the remainder of time being spent on theory.

At the end of the 5th year 2 exam papers are taken and a project of practical work has to be submitted.

CHILD DEVELOPMENT

Child Development is within the group of Humanity subjects open to boys and girls at G.C.S.E. level.

The course is concerned with the development and needs of young children from conception up to 7 years. We study the growth and development of the child in every aspect, physically, emotionally, socially and mentally as well as the spiritual wellbeing of the child within the family.

Experience with young children is an important part of this course and entails pupils visiting nurseries, playgrounds and Infant schools for approximately five days throughout the course.

Apart from the almost inevitable responsibilities of parenthood there are child centered careers available, girls and boys equally.

e.g. Nursery teaching, nursery nursing, Health visiting and general nursing and in all of the caring professions.

DESIGN TECHNOLOGY

Design and Realisation

This subject encourages boys and girls to be involved in designing practical solutions to challenging problems. Through the 2 years a further knowledge of woodwork, metalwork and plastics, and a wide variety of equipment and technologies will be learnt. This will enable pupils to approach problems in different situations, research relevant information, communicate ideas and balance one design factor against another.

Success in such a course can often lead to further training and a career. That career could be in the manufacturing industry, helping to produce such things as telephones, children's toys or Hi-fi systems. Graphics, Photography, Upholstery, Interior Design, Advertising and Selling, are examples of other career areas where a course in Design and Tech would be useful.

Design and Communication

This subject used to be known as Graphical communication; the name was changed to include the wide variety of work covered in the syllabus.

As a student, and later as an adult, you will often have to understand, or explain to others, plans and drawings. These could be anything from instructions for self-assembly furniture units to local redevelopment plans in housing or transport. Graphical Communication teaches us how to both read and draw such plans; and how to communicate to others through visual means.

For people interested in careers in Engineering, Draughtmanship, Graphics and the Building Trades, Design and Communication would be extremely useful.

DANCING

The performing art of dance is offered to all 4th year boys and girls at G.C.S.E. level. Students are expected to acquire skills of composition, performance and improvisation and are given the opportunity to extend and broaden their techniques in all aspects of modern dance. Performance is a key factor and those who follow the G.C.S.E. examination course are automatically entitled to perform in the many productions that take place within the school. The examination students would also have access to the many dance clubs that take place in the evenings where different cultures and the individual's own particular style of movement is encouraged and developed.

The G.C.S.E. examination also tests the compositional skills of the candidate through the choreography of dances and critical appreciation of movement through written analysis.

Dance is not only extremely beneficial to the students in terms of physical fitness, poise and confidence but is also important for many career prospects to include the arts, design, fashion, modelling and advertising and is looked upon by many employees as a skilful accomplishment in its own right.

MUSIC

This new course offers an exciting opportunity to get involved with music, listening to exactly how a piece of music works, writing your own pieces and above all playing the music that you like.

Listening (and being able to criticise) composing and playing are the three areas the course will deal with. Students will be expected to play in groups, bands as well as perform solo and will have the opportunity to perform in the school's music concerts. As well as the basics of music notation and form, students will be expected to come to grips with the elements of practical up to date music.

Students taking the G.C.S.E. music are automatically eligible for instrumental tuition throughout the course. Music is a valid accomplishment in terms of any students job prospects and is important for many careers to include music and the arts design and advertising.

ECONOMICS

This course aims to allow you to claim at the end of it that you have an informed knowledge of the forces and institutions that shape the British economy.

It is a subject where you can often relate your own real life experiences to the work covered in the classroom and can therefore be very interesting.

Subjects covered will be production, money and currencies, size and types of business organisation, population, the location of industry, determination of prices, international trade, inflation, unemployment, the Stock Exchange, the banking system, etc.

Economics is recognized by most employers as a valuable, useful and worthwhile subject to study.

Three coursework assignments will have to be completed.

The examination is to GCSE level and grades A-F are possible.

3rd FORMERS

THINKING ABOUT OPTIONS?

**Then, keep your Options open
Keep up your Foreign Language**

WHO NEEDS LANGUAGES ANYWAY?

Chefs, sales managers, salesmen, teachers, marketing directors, buyers, pilots, bankers, librarians, engineers, accountants, couriers, lawyers, waiters, shop assistants, ferry crew tour operators, civil service, telecommunications, aeroplane designers, secretaries, insurance agents, international publishers, armed forces, merchant shipping.

**Don't drop your Language -
make use of it!**

Knowing foreign languages is useful. You will get much closer to other cultures if you can communicate with the people and understand signs, advertisements, headlines, and so on.

Foreign travel gets easier every year; you will almost certainly go abroad for a holiday and perhaps even to work within the next few years.

This course is varied and at times demanding, especially if you want to aim for a high grade. We hope to arrange at least one trip to France and to Germany so that you can practice your spoken French/German and experience the French/German way of life.

You may choose up to TWO languages:

If you enjoy FRENCH this may be for you - GERMAN however is for pupils who have studied this subject in 3rd year.

ITALIAN too is available for those with linguistic ability and some background in the subject.

GEOGRAPHY

"How good am I at geography?" "Do I like geography and find it interesting?" "What will geography be like in the 4th and 5th year?" "Would a geography qualification help me in my career or job prospects?"

If you want answers to these questions, then read on!!

Geography at Cardinal Pole can.....

.....enable you to go on field trips - this year to Kench Hill, Kent for a week which are counted as part of the actual public exam and is enjoyable with it!

.....give you a qualification that is useful for many careers such as

Architect	Surveyor	Teacher
Travel agent	Town planner	Recreation
Airlines	Draughtsperson	Geologist

.....and many more careers for both girls and boys alike!

The course in the 4th and 5th year is an interesting and relevant course about the world we live in, how and why we live in certain areas, the problems and possible solutions.

We study

- the landscape around us
- mapwork and fieldwork, taking worldwide examples
- human relationships with the environment
- world problems
- life in cities
- people at work and leisure

HOME ECONOMICS

practical skills, the boys and girls study Food and Nutrition in all its aspects, i.e., dietary guidelines for the health of the individual and family.

This course aims to make pupils aware of the necessity to eat a healthy well balanced diet to prevent numerous health problems such as heart disease and obesity in order to live fuller, healthier lives.

Career opportunities within this field are numerous for example Catering and Food Industries, demonstrators, technicians, dietetics, teaching, nursing and hotel management, G.C.S.E. Food is the stepping stone to all of these opportunities.

OFFICE PRACTICE

This course covers both written and practical aspects of office administration work and procedures and will be interesting for those considering the administrative area as a career.

The written work is a comprehensive and analytical survey of such topics as office organisation, filing, charts and graphs for presentation purposes, postal operations and services, business documents, the banking system and banks services to businesses, reference books, wage calculations, stock records, office machinery, etc.

On the practical side, students should be competent typists at the end of the course and should be able to type a business letter, understand printers correction signs and abbreviations, able to type onto an invoice, credit note, debit note, etc., able to type a memorandum and to display work, even in column form, effectively. You will have a keyboard skill transferable to computers, word processors, etc.

This subject is regarded as extremely useful and practical by most employers.

The examination is GCSE level and only grades C-F are possible.

Coursework assignments will have to be completed.

HISTORY

History is an important subject; so much so that the Ministry of Education is considering making it a compulsory study on the curriculum of all schools in the country for all pupils under the age of 16.

What is History? It is the story of the human past and is concerned with all that people have done, said or undergone. It is an enquiry into what seems to be significant about past events as presented through available

evidence. it is, therefore, more concerned with making informed judgements about the past than with the simple communication of facts.

The study of History has a number of important characteristics. It is concerned with roots and relationship of such roots to the present. It is concerned with change rather than with a simple factual account of a particular period. It is about enquiry but primarily it is about people - individual people and real people who lived.

What does the study of History have to offer?

It seeks to develop certain attitudes such as a) A concern for evidence b) An awareness of continuity and change c) An interest in cause d) A sense of empathy. Other skills which can be developed through a study of History include those related to a) The collection of evidence and analysis b) Recognising, understanding and using chronological conventions c) An understanding of sequence and duration of time d) Learning and Practising of a range of general language skills e) Problem solving situations.

In this school all pupils who have chosen to study History beyond their third year have been entered for public examinations - CSE and GCE ordinary and A level. The pass rate has been consistently high and consequently many pupils have been helped to secure work in many types of occupations and professions. Many pupils have continued to study History in Sixth form and have successfully passed the GCE A level - and in some cases S level - examination which has acted as a passport for them to enter a University or Polytechnic. This year one student has been offered a place at Oxford University.

PHYSICS

Physics is currently studied in the fourth and fifth years. Further study to 'A' level is completed at Our Lady's Convent.

Physics is popular and important choice for those wishing to pursue study or gain employment in any aspect of technology and engineering, careers in which there will always be constant demand.

MODULAR SCIENCE

The syllabus is designed on the basis of a TWO year course of study of approximately FOUR teaching periods per week.

It consists of modules in topics in science which are judged to be relevant to the personal and everyday needs, experience and interest of candidates.

Candidates are required to study six modules. Three modules from the Physical Science group A and 3 modules from the Life Sciences group B. Each module is designed as a Five week unit.

LIST OF MODULES

PHYSICAL SCIENCES

A1 Matter and Energy
 A2 Fuels and Energy
 A3 Electrical Energy in the House
 A4 Building Science
 A5 Fibres and Fabrics
 A6 Flight
 A7 Forensic Science
 A8 Paints and Dyes

LIFE/EARTH SCIENCES

B1 Body Maintenance
 B2a Plant Science
 B2b Horticultural Science
 B3 Ecology
 B4 Pollution
 B5 Food Science
 B6 Cosmetic Science
 B7 Earth Science

1987-8 COURSE

The following modules have been selected for study for the group in September 1987:

PHYSICAL SCIENCE

Fuels and Energy
 Electrical Energy in the Home
 Forensic Science

PLANT/LIFE SCIENCE

Body Maintenance
 Pollution
 Food Science

The teaching of each module should reflect the practical nature of the course.

The final examination will be made up of 3 parts.

Paper 1: questions on modules in Physical Science

Paper 2: questions on modules in Life Sciences

Each paper will be 1.5 hours. This will be 75% of the marks.

Practical assessment - 25%

SOCIOLOGY

In this subject all areas of social life are examined and explored. Why are the numbers of divorces increasing? Why do the Working Class get less out of school than the Middle Class? Is there a separate Youth Culture?, or what effect has T.V. on people's lives? All these social problems and institutions are analysed and we attempt to explain them and show the relationship between them.

A research project has to be done. This is where the student chooses a part of the course and does his/her own enquiry using questionnaires, etc.

Areas studied include, Family, Divorce, Education, work and Leisure, Mass, Media, Race, Role of Women, etc.

Employment & Further Education:- All careers involving Social Work, Community service, nursing, physiotherapy, occupational therapy, Police, teaching, etc. will appreciate or require a knowledge of social studies or sociology. 'A' Level Sociology is taught in the 6th form and many professions look for Sociology as an entry requirement.

The following exercises might help you.

Read the subject list below and then put a tick in the appropriate box of all the subjects that you like, that you are good at and that you might need for future job.

If you have three ticks next to a subject you should consider seriously the possibility of choosing that subject so tick the box in the fourth column.

SUBJECTS	I am good at	I like	I may need for my job	I should consider
ART				
BIOLOGY				
CHEMISTRY				
COMMERCE				
COMPUTER STUDIES				
CHILD DEVELOPMENT				
DESIGN & REALISATION				
DANCE				
MUSIC				
ECONOMICS				
FRENCH				
GERMAN				
GEOGRAPHY				
DESIGN COMM.				
HOME ECONOMICS				
HISTORY				
ITALIAN				
OFFICE PRACTICE				
PHYSICS				
MODULAR SCIENCE				
SOCIOLOGY				

After completing the exercise, putting ticks in the correct boxes and after reading carefully through this booklet with your parents, and after discussing the subject choices with them, your subject teachers and your Head of Year and thinking very carefully about all this, write below the five subjects you think you would like to study.

Don't worry, this is not a final decision. You will be asked to fill in two forms. The first form is contained, loose, in this booklet. This will be used so that we can see how many people want to do certain subjects. Soon you will be given a second form to fill in containing your FINAL decision.

Remember, you must choose five subjects and you should choose at least one practical subject, one science subject and one humanity.

Subject 1 _____

Subject 2 _____

Subject 3 _____

Subject 4 _____

Subject 5 _____

PLEASE KEEP THIS BOOKLET SAFE FOR FUTURE USE BY YOU, YOUR PARENTS AND TEACHERS.

NAME _____ FORM _____

OPTION 1	GEOGRAPHY	SOCIOLOGY	BIOLOGY	ART	OFFICE PRACTICE	DANCE	MUSIC	
OPTION 2	HISTORY	DESIGN COMMUNICATION	ART	CHILD DEVELOPMENT	OFFICE PRACTICE	PHYSICS		
OPTION 3	DESIGN REALIZATION	ECONOMICS	SOCIOLOGY	COMMERCE	COMPUTER	ART	ITALIAN	
OPTION 4	FRENCH	BIOLOGY	SOCIOLOGY	DESIGN & COMMUNICATION	DESIGN & REALIZATION			
OPTION 5	GERMAN	CHEMISTRY	HOME ECONOMICS	DESIGN & REALIZATION				

RESERVE CHOICE _____

I have fully discussed the option choice with my son/daughter.

Parents signature _____ Pupils signature _____